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ADULT BASIC EDUCATION: ANOTHER OPPORTUNITY

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AN EVALUATION

by

Dr. George Fred Stagg

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Prepared for the Office of the State Superintendent of Public Instruction,
Helena, Montana, Dolores Colburg, Superintendent
June, 1969

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PREFACE

During the summer of 1968, Montana State University entered into a contract with the Office of the State Superintendent of Public Instruction whereby funds from a federal grant, made possible under Adult Education Act of 1966, Public Law 89:750, would be used to evaluate the Adult Basic Education programs which were in operation in Montana during the 1966-1968 fiscal period. Mr. William Cunneen of the Office of the Superintendent of Public Instruction, Dolores Colburg, Superintendent, was instrumental in arranging the cooperative project with Dr. Larry Kavich, Assistant Dean of the College of Education at Montana State University. Dr. Kavich was designated as Project Director.

The services of Dr. George Stagg were secured as Assistant Project Director with the responsibility of administering the program, conducting the research and writing the final report of the project. The contract provided for the services of a graduate assistant to work with Dr. Stagg on the research. This position was filled by Mr. Dennis Martinen, a doctoral candidate at Montana State University.

The writer would like to express his appreciation to all persons involved in the study for their cooperation. In particular, acknowledgment should go to Mr. William Cunneen, Adult Basic Education Supervisor for the Office of the Superintendent of Public Instruction, for his readiness to furnish any and all information needed; Mr. Dennis Martinen for his assistance in formulating, tabulating, and analyzing questionnaires and results; to all the field people for their interest and cooperation; and to the project secretary for her continued cheerful

assistance.

This report was prepared for the Office of the Superintendent of Public Instruction and remains the property of that office. The responsibility for the distribution of this report and dissemination of the findings rests with the Office of the Superintendent of Public Instruction, Dolores Colburg, Superintendent.

Dr. George F. Stagg
Assistant Project Director
Director of Research

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CHAPTER I

INTRODUCTION

Included in all effective educational programs are provisions for evaluation of various facets of the project under consideration. These include assessment of the status quo at the point of inception of the program; determination of goals and objectives for the program; choosing of methods and procedures by which these objectives and goals are to be achieved; selection of materials to implement the methods chosen; and evaluation of the results obtained in respect to the goals and objectives determined.

This report is concerned primarily with the latter point, evaluation, with the full realization that this point cannot, and should not, be separated from other phases of the program.

The term 'evaluation' is broad. The Adult Basic Education Program is broad. The factors which affect the program are varied and many. Therefore, an attempt should be made to delineate the various areas of evaluation. For purposes of this study, evaluation procedures have been arbitrarily separated into the following categories.

1. The nature of the program
2. Personnel
3. Administrative procedures
4. Student satisfaction.

No attempt has been made to evaluate any individual whether it be student, teacher, teacher aide, counselor or administrator. No attempt was made to evaluate the program in any specific community as being

particularly effective or ineffective.

A basic assumption of the study has been that the people working in the program are intelligent, capable, and dedicated individuals. As such, they have the ability to assess that which has worked and that which did not work in their own individual programs. The material presented is designed to facilitate the evaluation by the personnel in each program and provide possible guidelines for change or implementation of present programs. The study was also designed so that the final report could serve as a guide to programs now being contemplated.

In June, 1967, Management Technology Incorporated published a report for the United States Office of Education entitled, Abstract of a Conceptual Model of an Adult Basic Education Evaluation System. (11) Since this is available to all states from the United States Office of Education upon request, the conceptual model developed therein will be used to the extent to which it pertains to Montana.

The project has been limited to the state of Montana with the realization that many of the problems encountered in Montana are of the same nature encountered in other places and the further realization that Montana has certain conditions which are unique to this area. The unique areas include such aspects as sparcity of population, variation in cultural patterns and backgrounds, geographical and topographical barriers, and the absence of truly metropolitan areas. The study was further limited to those programs which were in operation during the 1966-1967 and 1967-1968 fiscal periods. Missoula, Havre, Great Falls, and Helena programs were operational during both periods. They were joined the second year by Arlee, Billings, Hays, Cottonwood Union School

and Libby. Cottonwood Union School is located and operated in Deer Lodge within Montana State Prison.

Definition of Terms

- Administrator-----the individual charged with the responsibility of planning the overall program, securing teachers and materials, and making the program operational.
- Adult-----any individual who has attained the age of eighteen. (11:23)
- Adult Basic Education-----instruction for those adults whose educational attainment is below the eighth grade. Their inability to speak, read or write the English language constitutes a substantial impairment to getting or retaining employment commensurate with overall capability. Adult Basic Education is designated to help raise the level of education of such individuals to make them less likely to become dependent on others, to improve their ability to benefit from occupational training, and otherwise increase their opportunities for more productive and profitable employment, and be better able to meet adult responsibilities. (11:23)
- Adult Education-----services or instruction below the college level (as determined by the Commissioner), for adults who have not obtained a high school certificate of graduation, who have not achieved an equivalent level of education, and are currently not enrolled in schools. (11:23)
- Educational Attainment-----the highest level of education as measured by the formal school system, not including education obtained through self-help and other efforts. This is not synonymous with one's present functioning capability level. (11:23)
- Educationally Disadvantaged Population-----represents those individuals of 18 years and over possessing less than an eighth grade education. Based upon the 1960 Census of Population, it has been estimated that there are 23,900,000 educationally disadvantaged. (11:24)
- Entrance Level-----that level of educational achievement attained by participants prior to enrollment in the Adult Basic Education programs as determined at the local level.
- Functionally Inadequate-----the condition whereby an individual is insufficiently equipped to make a minimal contribution to his immediate society. This often exists at a fifth grade or less attainment level. (11:24)
- Program Funding Level-----the level of activity is controlled by the Congressional appropriation and is established by the U.S. Bureau of the Budget assignment of actual funds to implement the Adult

Basic Education Program during a fiscal year. (11:24)

Related Services-----those cooperating services which serve as referral agencies. Specifically, the Bureau of Indian Affairs, the Health Department, State Welfare Department, State Employment Office, and the Vocational Rehabilitation Bureau.

Straight Adult Basic Education-----programs not connected with other programs and not part of other programs.

Target Population (ABE)-----that designated portion of the Educationally Disadvantaged Population that can potentially be served by the resources of the Adult Basic Education Program. (11:24)

Teacher (ABE)-----Those individuals employed full or part time to teach those persons in Adult Basic Education classes.

Teacher Aide-----Supplementary in-the-classroom personnel provided by the administration to better individualize instruction.

Procedures

The procedures used in this study consisted of:

- A. The development of four instruments to ascertain as much information as possible about Adult Basic Education in Montana. They included:
 1. An instrument sent to related agencies to secure information as to the relationship of the agencies to Adult Basic Education. (See Appendix D, page 95.)
 2. A second instrument sent to all Adult Basic Education personnel to determine the views of that group as to the program and suggestions for improvement. (See Appendix A, page 87.)
 3. A third instrument was sent to a 20 per cent sample of Adult Basic Education teachers to ascertain use of: Audio-Visual materials and devices; textbooks and program materials; and activities attempted. An evaluation of the materials was part of the instrument as well as the recommendations. (See Appendix C, page 93.)
 4. A fourth instrument was used as a guide for individual interviews of Adult Basic Education students as to their views of Adult Basic Education and to secure personal and file information about students. (See Appendix B, page 89.)

- B. Visits were made to each Adult Basic Education center at least twice and where feasible, classes were visited and teachers contacted by the writer.
- C. The writer attended all three Adult Basic Education in-service workshops for teachers as a participant-observer to become better acquainted with the programs and personnel. These workshops were organized and presented under the direction of Mr. William Cunneen, Adult Basic Education Supervisor for the Office of the State Superintendent of Public Instruction.

The returns received are listed below:

Related Agencies	92.3%
Adult Basic Education Personnel	88.7%
Twenty Per Cent Sample of Teachers	90.9%
Student Questionnaires	
360 replies of 474 students or	75.9%
In addition, file information was	
received on 93 other students or	19.6%
TOTAL	95.5%

CHAPTER II

HISTORY OF ADULT BASIC EDUCATION

Adult Basic Education is a young program. Its origin lies in a belated realization that there existed in the United States a considerable number of undereducated adults. This situation resulted from various circumstances including the following:

1. Many individuals raised during the depression were forced to drop from school to help with the support of the family.
2. America long had had a tradition of believing rural persons did not need education at the secondary level.
3. Schools failed to offer programs with which students could identify.
4. Students, through lack of maturity or for other reasons, did not take advantage of worthwhile programs which were available.
5. Immediacy of financial rewards from a job overshadowed long range planning and qualification for better positions.

Whether the reason was economical, social or personal was relatively unimportant. What was important was that a situation existed, it was recognized and positive action was taken to solve the problem.

According to the 1960 United States Census, some twenty-four million persons either did not have the opportunity or did not take advantage of the opportunity to become educated to the maximum of their capabilities. This figure represents more than one of every five persons over the age of eighteen. Here, again, the reason was relatively unimportant. The effects of being undereducated were important, however. Due to the handicaps imposed by this situation, many persons were unable to fully achieve social, cultural, intellectual, economic, and vocational levels they desired.

Two factors prefaced the development of Adult Education and Adult Basic Education: a large segment of our population was undereducated and a high percentage of these individuals were aware of this shortcoming and were desirous of doing something about it. As a result of the awareness of the situation by the Congress, legislative action was initiated and in August of 1964, Title II-B of the Economic Opportunity Act of 1964 was passed. This act, Public Law 88-452, established Adult Basic Education. The program became operational in 1965 under the administration of the Adult Education Branch of the United States Office of Education. Funding of the program was assigned to the United States Office of Economic Opportunity. An organizational change occurred on November 3, 1966, with the passage of Public Law 89-750. The Adult Education Act of 1966 (Title III of the Elementary and Secondary Amendments of 1966) provided that both administration and funding should be a responsibility of the United States Office of Education. These duties to be conducted, ". . . through the Adult Education Branch in the Division of Adult Education Programs, Bureau of Adult, Vocational, and Library Programs." (12:9)

The program has grown rapidly in volume and scope at the national level. For fiscal year 1965, \$18.6 million were available but only \$4.2 million was obligated with the balance carried over to 1966. In 1966 new funds in the amount of \$19.7 million were made available. By the 1968 fiscal year, this amount was increased to \$30.6 million for support of existing Adult Basic Education programs and for the development of new programs. During this period of time, state and territorial programs increased from 19 in 1965 to 54 in 1968. The number of individuals enrolled in these programs rose from just under 38,000 to an estimate of more than

455,000 during the same time period. (12:48)

Figures taken from the 1960 United States Census indicate that Montana had a greater percentage of its residents qualifying for the program than did the other states in the Rocky Mountain region.

TABLE 1. PERCENTAGE OF RESIDENTS OVER THE AGE OF TWENTY-FIVE WHO HAD NOT COMPLETED EIGHTH GRADE OR HIGH SCHOOL, ACCORDING TO 1960 CENSUS

State	Eighth grade	High School
Colorado	36.0%	47.9%
Idaho	31.6	52.0
Montana	37.8	55.1
Utah	22.9	47.8
Wyoming	29.9	47.3

Montana became an active participant in the Adult Basic Education field in 1966. Prior to active participation, a state plan was formulated and submitted to the Department of Health, Education and Welfare. The plan received approval from this agency on April 6, 1966, thereby authorizing Montana, through the Office of the State Superintendent of Public Instruction, to proceed with the program. The program was signed into being at the state level on May 16, 1966, when then Governor Babcock affixed his signature to the document.

The first undertaking in Montana under the Adult Basic Education Act was a project conducted at Eastern Montana College during the summer of 1966. The initial project was a teacher training institute for selected

personnel who were to be associated with planned programs. Four programs were planned and put into action during the 1967 fiscal year. These four, as mentioned, were located in the communities of Great Falls, Havre, Helena, and Missoula. The 1968 Fiscal year evidenced a growth from four to nine programs with the four active programs being joined by Arlee, Billings, Montana State Prison at Deer Lodge, Hays, and Libby. Figure 1 indicates the growth of the program in Montana.

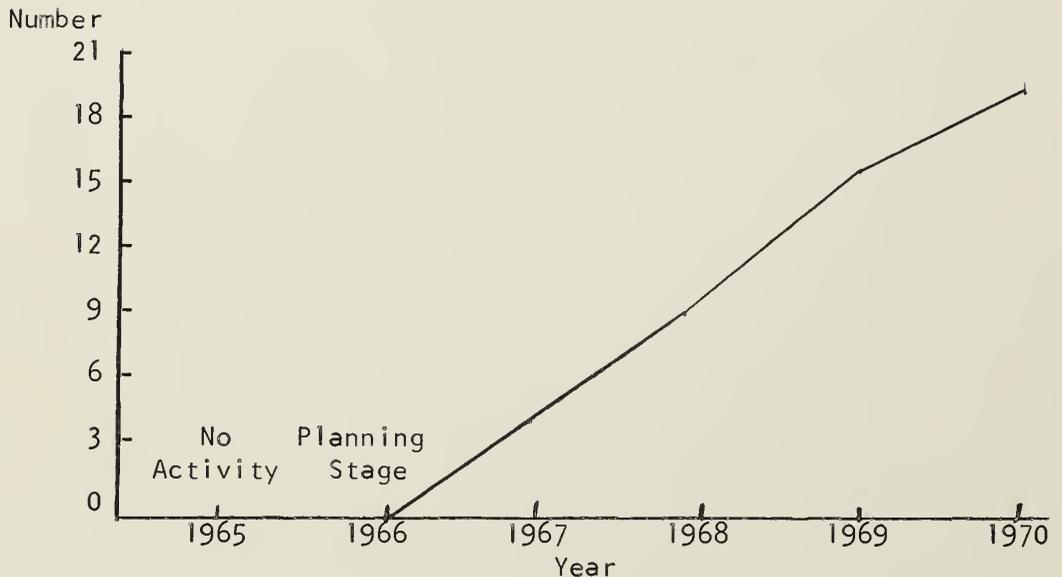


Figure 1. Growth of Adult Basic Education Programs in Montana

Although not involved in this research project, programs are currently in operation in Butte, Deer Lodge (other than the prison), Elmo, Eureka, Hardin, Ronan, and St. Ignatius. It is anticipated that an additional four programs will join those now in operation. It should be noted that although programs have been reorganized and changed to meet local conditions, all of those which have entered into the Adult Basic Education

Program are still active participants. During the growth period, the Adult Basic Education program under the Office of the State Superintendent of Public Instruction has been directed by four different individuals. Serving as supervisor at the time the program was started was Mr. Jerry Toner. He was succeeded by Mr. Paul Babbitt who, in turn, was followed by Mrs. Dolores Colburg who now holds the position of State Superintendent of Public Instruction. State Supervisor of Adult Basic Education at the present time is Mr. William Cunneen who has held the position since February, 1968.

Montana's Adult Basic Education program, although late in starting, has shown a steady and continuous growth. Planned programs indicate a continual expansion of the program for the foreseeable future.

CHAPTER III

GOALS AND OBJECTIVES

The worth of any program can be measured in the validity of its goals and objectives and the degree to which these goals are achieved. The validity of the goals and objectives cannot be measured externally alone but must involve the participants in the program, whether they be students, teachers, aides, administrators or related services. These are the people who were in the best position to determine whether stated goals and objectives had been achieved and to what degree the achievement was attained.

Objectives may be stated in broad general terms or in specifics. The former should include those which apply to all programs while specific objectives are those which expand on general statements or apply in a narrower sense to one or more programs.

Since this report is intended to serve both as an evaluation tool and as a guide, comment should be presented on both types of objectives and the way in which they were formulated.

Little difficulty is encountered in determining the broad general objectives of Adult Basic Education programs. These were presented in detail in the text of the Adult Education Act of 1966. According to this act, the objectives of Adult Basic Education programs are, in substance, to:

1. Increase the literacy level of citizenry of the United States.
2. Provide the general populace with an opportunity to benefit from occupational training.

3. Improve the basic abilities of that portion of the population for which the program was designed.
4. Increase their salable skills so participants have a greater opportunity to attain productive and profitable employment.
5. Assist each individual to become more self-sufficient by reducing the degree of his dependence on others.
6. Assist participants to better meet adult responsibilities including those responsibilities related to home and family and to community and nation.

These goals or objectives are clear and are realistic. They should, however, be recognized as broad and general. It should further be realized that while they apply to all programs, to varying degrees, they do not necessarily meet local needs completely. Within the framework of the goals formulated at the national or state level, local goals must be developed which should be consistent with those of state and national origin.

The initial step in determining local objectives is the analysis of the population. In all educational processes it is necessary to explore three areas relative to the student. These three areas are:

1. At what level are the students?
2. Where are they going?
3. What method or methods can best be used to move from where they are to where they are going?

This is true of Adult Basic Education as well as other educational endeavors. Unlike younger students who are coerced by various subtle pressures, adults will not remain in a program if little effort was expended on determining local objectives, if the original assessment of the student population was poorly made, or if ineffective methods are used.

Equally important as assessing the target population correctly is the determination of the nature of the personnel. The personnel includes the teacher, aides, counselors, and administrators. The Adult Basic Education program has built into it an effective evaluation mechanism which indicates the degree of success attained in assessing:

1. The place where students are
2. The degree of success of choosing the correct personnel
3. The reality of objectives.

This built-in evaluation device is nothing more complicated than the ease of recruitment and the degree of retention. Students indicated the greatest recruiting device was word of mouth. No one has to remain in the program. If no one will come or if those who come do not stay--something is wrong with the program. Since one of the most significant things determined by this study was the eagerness evidenced by the students to increase their education, lack of enthusiasm in a program is indicative of a program not meeting the needs of enrollees.

Nothing has been said of the program offered by the community. This was not due to an oversight or to minimize its importance. It occurred because of a firm conviction that local programs must be based on proper assessment of the nature of their students, that obtaining the services of competent personnel is essential and that realistic goals and objectives must be chosen. It follows that the program which fits these conditions must be a success if adequately funded. It further allows the flexibility so necessary to meet local conditions.

In summary, know the students, choose the personnel wisely, and plan realistically involving all in formulation of the program.

CHAPTER IV

THE PROGRAMS IN MONTANA

In this chapter, a short resumé of each program in Montana is presented to provide a background for the study and to acquaint the reader with the efforts which have been expended in the state in the field of Adult Basic Education. In each case a short resumé was prepared and sent to the local program administrator for approval. The program descriptions included in this chapter are those approved and returned by the local administrators.

The program in Arlee began during the 1967-1968 fiscal year. The program was a straight Adult Basic Education program which met three evenings per week. The program was administered by the superintendent of the local school system and included 20 students. There were four teachers who taught in the program. None of these were full-time teachers in the Adult Basic Education program. During the fiscal period mentioned above, \$2,529 were expended on the program. Arlee is located on the Flathead Indian Reservation so most of the enrollees were Indians.

A unique feature of the program was that participation in the program is viewed as a status symbol. As a result, attendance is very high (over 90 per cent) and a waiting list exists for entry into the program. The second year of operation, the program nearly doubled in size.

The Billings Adult Basic Education began in June of 1965 with offerings under Manpower Development Training Act (MDTA). Straight Adult Basic Education started during the fiscal year of 1967-1968. The former is still in operation as a daytime program while the latter operates as

a nighttime offering. The daytime classes were predominantly male while the evening program had a majority of women. The total nighttime program the first year involved 65 students and was funded for \$10,949.66. In addition the daytime program involved 85 students under Manpower Development Training Act (MDTA). This program included training in or as:

1. Licensed Practical Nurse
2. Welder
3. Commercial Cook's School
4. Farm Mechanics
5. Electric Appliance Serviceman's School

6. Custodial
7. Waitress
8. Auto Mechanics
9. Clerk-Stenographer
10. Air Hammer

11. Hod Carriers
12. Draftsmen
13. Motor Analyst
14. Registered Nurse Refresher Course
15. Rodman for Surveying

The student population in Billings includes some Indian students and a number of Mexican-Americans.

The Cottonwood Union School within the confines of Montana State Prison at Deer Lodge began their program during the 1967-1968 fiscal year. Adult Basic Education is part of the overall education program of the institution. The Adult Basic Education program operates 11 months, while the rest of the educational services function on a year-round basis. Individuals completing Adult Basic Education have the opportunity to enroll in high school level courses and eventually attain a high school diploma. Two full-time teachers are employed in Adult Basic Education which is administered by the director of educational services. The program had 25 enrollees and expended funds totaling \$15,762.15 for the

1967-1968 fiscal year.

The program in Great Falls was one of the four operable in Montana during both the 1966-1967 and 1967-1968 fiscal years. The number of participants increased from 33 to 60 and expenditures of funds rose from \$6,168 to \$8,193.49. During the first years of operation the program started with one teacher for an anticipated 30 students. It was found that one teacher was insufficient to handle this number and adjustments were made. A day care center was operated to help solve child care problems of participants. The second year the staff was increased to six.

Part of the program was straight Adult Basic Education and part was Manpower Development Training Act (MDTA).

The program operated by Havre covers the largest area and involved the greatest number of individuals. It started with 27 individuals and fund amounting to \$756.58 for fiscal year 1966-1967 and increased to 91 students and \$10,000 for fiscal year 1967-1968. Classes were held in Havre, Harlem, Chinook, and on the Rocky Boy Indian Reservation. The participants are mostly Indians of the Chippewa-Cree and Gros Ventres tribes. The classes meet afternoons and evenings and involve four teachers. The program was primarily straight Adult Basic Education but involved some Title V Work Experience.

The program at Hays was instituted in 1967-1968 fiscal year as a straight Adult Basic Education. It was offered evenings and enrolled 47 participants with funds expended amounting to \$4,210. An incentive feature was the offering of bonus classes. These classes, such as ceramics and welding, were offered as a social, recreational or vocational supplement limited to those participating in Adult Basic Education. Most participants

are members of the Indian race and members of the Gros Ventre tribe. A bus is operated to pick up students and bring them to the classes.

Helena, too, was one of the four original programs operated in Montana. Initially it was primarily straight Adult Basic Education with 13 enrollees. Fiscal year funds amounted to \$2,881.89 for 1966-1967. In the second year of operation 18 students were enrolled and funds totaled \$1,395.37. Helena has operated a vocational school under the public schools for a number of years. Since its inception Adult Basic Education has gradually been incorporated into this program. Adult Basic Education participants are enrolled under Continuing Education Program (CEP) and Manpower Development Training Act (MDTA).

The program operated in Libby was initiated during the 1967-1968 fiscal year. It originally included 12 students and \$933.91 in funds. The offering was straight Adult Basic Education offered in the evenings. Since one of the principal sources of employment in the town is the lumber mill, the program has had to adjust for the men at the mill who change shifts every two weeks. The use of taped lessons has become an integral part of the program to compensate for missed classes.

The Adult Basic Education in Missoula is under the direction of the Missoula Technical Center. It operated both years encompassed in this study. The enrollment increased from 22 to 40 in the first two years of operation and funds provided grew from \$934.24 to \$8,193.49. A feature of the program is the assignment of a high school counselor to the Adult Basic Education program for part of the day.

In Missoula more young people are included than most programs. The range in ability varies as much as the age of the participants.

Individualization of instruction is carried on to a great extent. The program is partly straight Adult Basic Education, partly vocationally oriented and partly Neighborhood Youth Corps.

These are the programs which functioned in Montana during the fiscal years 1966-1968. Each was different; each was effective; and each had characteristics similar to other programs. Each was adapted to the individual community. This is more evident in the 1968-1969 fiscal year, the second year of operation for some and the third for others. The 1968-1969 fiscal year, however, is not included in this study.

CHAPTER V

THE PEOPLE INVOLVED

It would be an ideal situation if clear lines of definition could be established concerning individuals involved in Adult Basic Education. Because it is impossible to establish such lines, an arbitrary separation has been used to aid in discussing personnel of these adult programs.

Three levels or types of personnel will be discussed. First, there is the student who is the central feature of the program. It was for him the program was initiated at the national, state, and local levels. It was for him the program was designed at the local level. The action of all other persons, other students included, affects the motivation, interest, and progress of each enrollee.

Secondly, there are those persons who are directly associated with the student in the program itself in a capacity other than fellow student. Included in this category would be the teacher, teacher aide, counselor, and in some cases, administrators of local programs.

At the third level would be those other individuals who might affect the recruitment and retention of the student. This group would be composed of: friends; family; employers; related agencies which may have been instrumental in referring the person to the program; and community groups which may have performed the same function or referred the individual to the related agency.

Figure 2, page 20, shows the relationship existing between the individuals in the program.

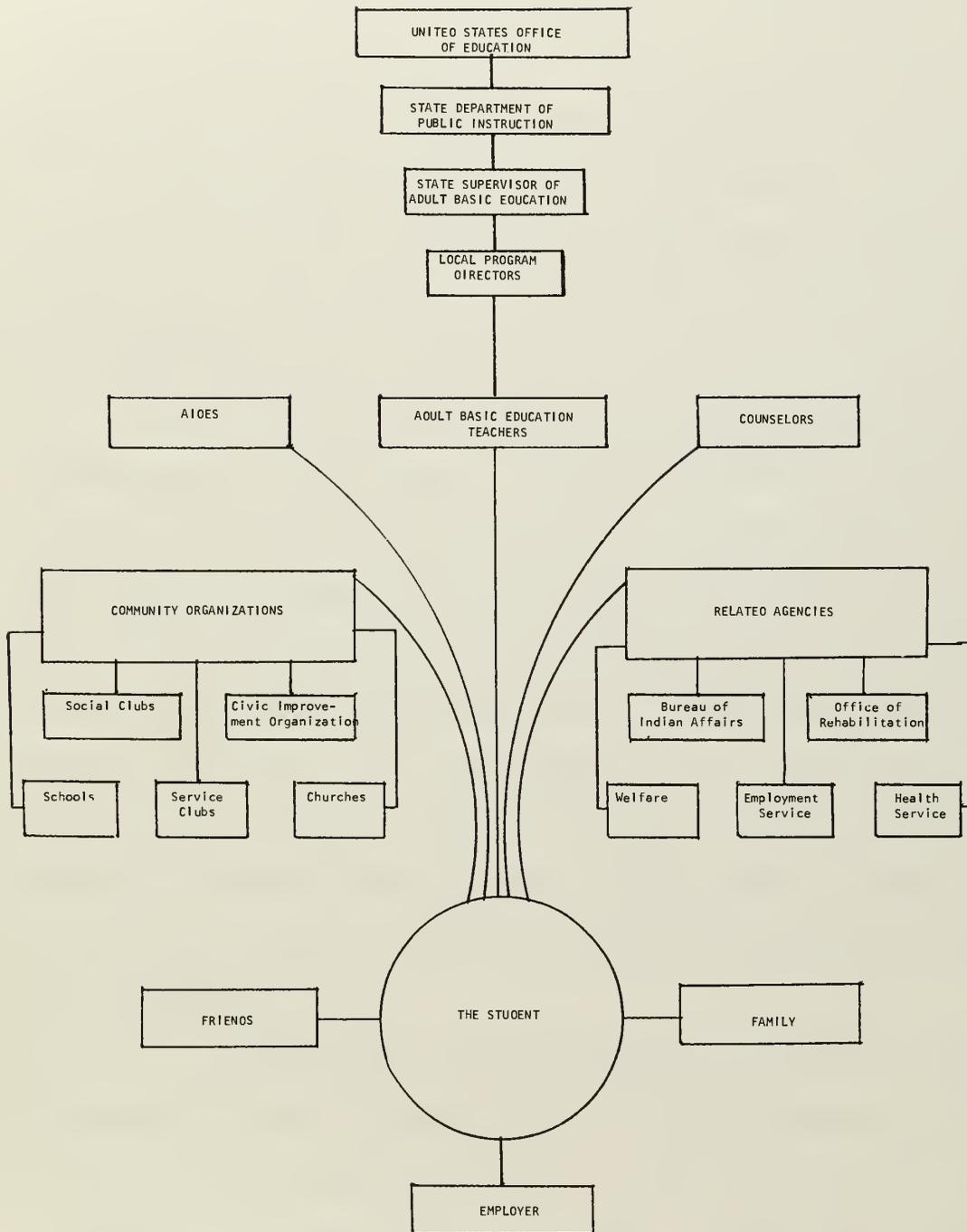


Figure 2. The People Involved In Adult Basic Education

The Student

Since the student represents the core of the program, the more information available about him, both general and specific, the better a person is able to plan a program to meet the needs of the individual.

Program planning must be based on knowledge about the student if it is to be effective. The more that is known about the student in both general and specific terms, the more effective the planning can be in meeting his needs.

At the national level research has been conducted to determine the characteristics of the student in Adult Basic Education. The information thus attained is valuable yet dangerous. It provides general guidelines for action but not specifics. What may be true at the national level may have little relationship at the state or local level. This is particularly true in rurally oriented Montana when it is compared to more urban related national statistics. This can be readily seen by comparing race or national origin. (12:45) More than one-third of students nation-wide are Negro but less than one per cent are American Indians. Montana reverses these figures with more than one-third American Indian and less than one per cent Negro.

There are many other points available for comparison. These are presented in tables two through six. In all cases figures at the national level were converted to percentage of returns rather than percentage of contacts so that state, local, and national figures could be examined on a comparable basis. By comparing national and state figures on the sex of enrollees, Table 2, page 22, a slight difference is noted.

TABLE 2. SEX OF ADULT BASIC EDUCATION ENROLLEES

Sex	National	Montana
Male	43.1%	44.4%
Female	56.9	55.6

A greater difference is shown in Table 3. Montana Adult Basic Education programs contain a greater percentage of married persons than do national programs.

TABLE 3. MARITAL STATUS OF ADULT BASIC EDUCATION ENROLLEES

Marital Status	National	Montana
Married	59.3%	64.5%
Single	24.3	19.1
Widowed, divorced, separated	16.3	16.2

A similar difference exists between state and national figures when examining employment statistics in Table 4, page 23.

TABLE 4. PERCENTAGE OF PERSONS IN ADULT BASIC EDUCATION PROGRAMS WHO ARE EMPLOYED

Employment	National	Montana
Employed	57.7%	55.3%
Not employed	42.3	44.7

A much greater difference existed when the ages of Adult Basic Education participants were compared. At the national level more than one of three in Adult Basic Education programs was over 45 years of age while in Montana only about one of six were in this age bracket. Perhaps this is indicative of an untapped source of potential Adult Basic Education students.

TABLE 5. AGE OF ADULT BASIC EDUCATION PROGRAM PARTICIPANTS

Age	National	Montana
Under 45	64.0%	83.7%
Over 45	36.0	16.3

By analyzing Table 6, page 24, it can be seen that both at the state and national level the median educational attainment at time of entry was at the grade 7-8 level. Approximately 70 per cent of the Montana Adult Basic Education students had attained a level greater than grade three but less than grade nine compared to approximately 56 per cent at the same level in national programs.

Montana had a smaller percentage who had not had some high school and a smaller percentage who had not achieved the fourth grade educationally.

TABLE 6. EDUCATION LEVEL OF ADULT BASIC EDUCATION ENROLLEES AT TIME OF ENTRY

Grade levels at entrance	National	Montana
0-3	17.5%	13.5%
4-6	27.8	36.8
7-8	28.6	33.8
9-11	19.4	9.0
12	6.7	7.0

These illustrations are employed to emphasize the idea that while national figures may be very close to those within a state, they may also vary to a great extent.

The same factors which fluctuate when comparing state and national figures may vary to a greater extent at the local and state levels of comparison. Table 7, page 25, presents some selected factors from state and local programs to show the variation which can exist within a state.

TABLE 7. VARIOUS LOCAL AND STATE FACTORS AFFECTING ADULT BASIC EDUCATION PROGRAMS

	State	Community A	Community B
Married	64.7%	88.9%	39.2%
Under 30	49.7	11.1	62.7
Eighth grade completed	73.8	0.0	90.2
Unemployed	42.3	59.1	15.0

Most outstanding variation illustrated by Table 7 is the scholastic level achieved prior to entry into the Adult Basic Education program. Although close to three-fourths of the students had completed grade eight state-wide, one local program had none in this category while another had better than 90 per cent. Similarly, while approximately one-half of all Adult Basic Education students in Montana were under 30 years of age, individual programs varied from being predominately under 30 to predominately over 30. Many such deviations from state totals existed in different local programs.

Since one of the objectives of Adult Basic Education is to increase the salable skills of that portion of the population who is encompassed by the target population, it is important to examine the figures which relate to employment. Several aspects of employment are available for examination:

1. Nature of past and present employment

2. Length of time on job
3. Degree of satisfaction with present employment
4. Why no longer employed on last job.

Table 8 presents the overview of past and present employment as to type of position held.

TABLE 8. PAST AND PRESENT EMPLOYMENT

Job	Past	Present
Unemployed	8.9%	34.0%
Housewife	--	10.5
Federal Agency or Program	4.9	8.9
Unskilled labor	22.2	8.4
Skilled labor	12.8	7.3
Domestic	7.9	6.7
Restaurant	13.5	3.9
Farm and ranch	8.4	3.5
Hospital	3.9	3.2
Clerk and sales	8.3	2.8
Office	1.5	1.8
Student	0.0	1.1
Teacher aide	2.7	0.0
Logger	2.2	0.0
Miscellaneous	2.7	8.1

Examination of Table 8 reveals the following about employment of Adult Basic Education students.

1. A much higher percentage of unemployment exists than exists in the population as a whole.
2. Even by the most liberal classification were as many as one of four employed in a position requiring a special skill.

Table 8, page 26, definitely shows not only a greater percentage of employed but a greater percentage of the employed who do not have highly salable skills.

The length of time a person remains on the job may be a measure of his competence, his degree of satisfaction with the job or the nature of the job. Table 9 provides some insight into job longevity.

TABLE 9. LENGTH OF TIME ON THE JOB

Length on Job	Past	Present
0-6 months	45.0%	33.1%
7-11 months	15.6	14.2
1-2 years	13.5	16.5
3-5 years	13.8	18.9
5 or more years	12.1	17.3

In the past only one-fourth of the jobs were held longer than two years and over 60 per cent were held less than one year.

Some improvement can be noted since participation in Adult Basic Education. There has been a decline in the percentage of jobs held less than six months and an increase in the percentage on the job a longer period. Both are indicative of greater job satisfaction, a point listed by students as an outcome of their Adult Basic Education experience. Only five per cent of the employed persons in the study reported they did not like their present employment.

Table 10 summarizes the reasons for leaving jobs. The reasons given are those stated by the student. Whether or not the reasons are valid or honest must be left to the judgment of those perusing the figures.

TABLE 10. REASONS FOR LEAVING JOBS, AS EXPRESSED BY ADULT BASIC EDUCATION STUDENTS

Reason	Frequency
Seasonal work	23.4%
Family reasons	15.6
Did not like job	13.2
Fired or laid off	11.1
Got a new job	10.8
Moved	10.2
Age or health	5.1
To attend school	3.9
Arrested	2.4
Miscellaneous	4.2

Several reasons given may likely be other than they appear. More than 10 per cent left their jobs because they moved. Reasons for moving were not given. The 15.6 per cent who quit for family reasons included some pregnancies and other unknown reasons. Both 'moved' and 'family reasons' may be other than they appear. One-fourth of the students who entered Adult Basic Education programs during the period covered by this study, specifically stated they did so to either get a job or to get a better job.

The Teacher and Related Personnel

The individuals who are responsible for teaching and administering the programs and working closely with the participants are in a position to have a great affect on the direction the program takes and success realized.

It was deemed necessary, therefore, to contact the personnel so involved. These persons were in an excellent position to evaluate certain aspects of the Adult Basic Education program.

Teacher aides generally were not included in this segment of the personnel unless they played a more significant role in the program than one generally considers the role of teacher aide. Two such individuals have been included.

Figure 3, page 30, shows the distribution state-wide of the personnel to be discussed in this section.

The educational background of persons working with Adult Basic Education students can be divided into general educational background and specialized training pursued to make them better qualified to teach Adult Basic Education. Figure 4, page 31, shows the general educational background of Adult Basic Education personnel.

Those who did not have degrees fell into two categories: teacher aides with special or unusual talents or abilities; or teachers who were close to their degree and also had special or unusual ability.

More than two-thirds of all Adult Basic Education personnel had training other than general college preparation. In more than one-fourth of the instances, the Adult Basic Education personnel had additional training in teaching of Adult Basic Education, either in formal class

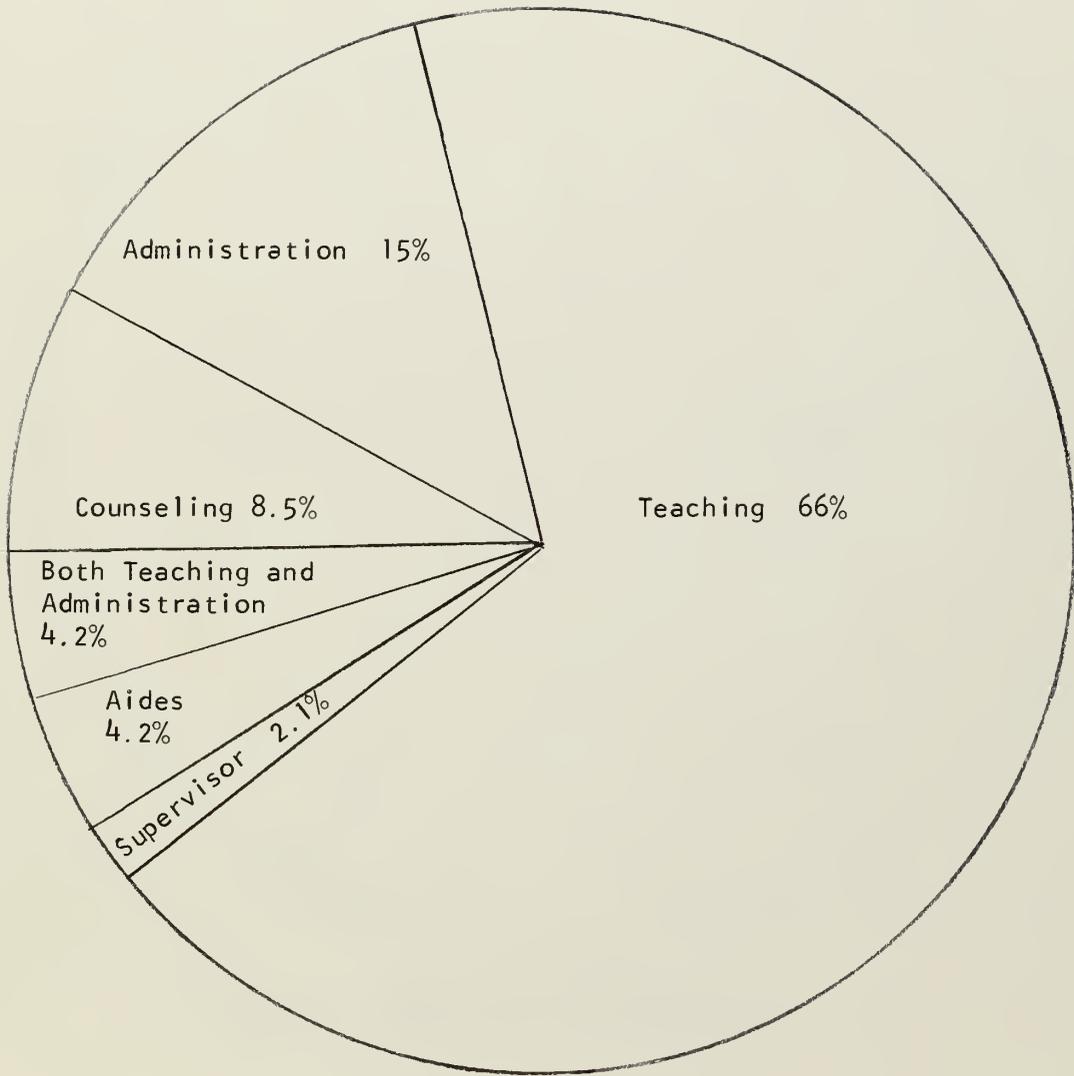


Figure 3. Job Responsibilities of Adult Basic Education Personnel

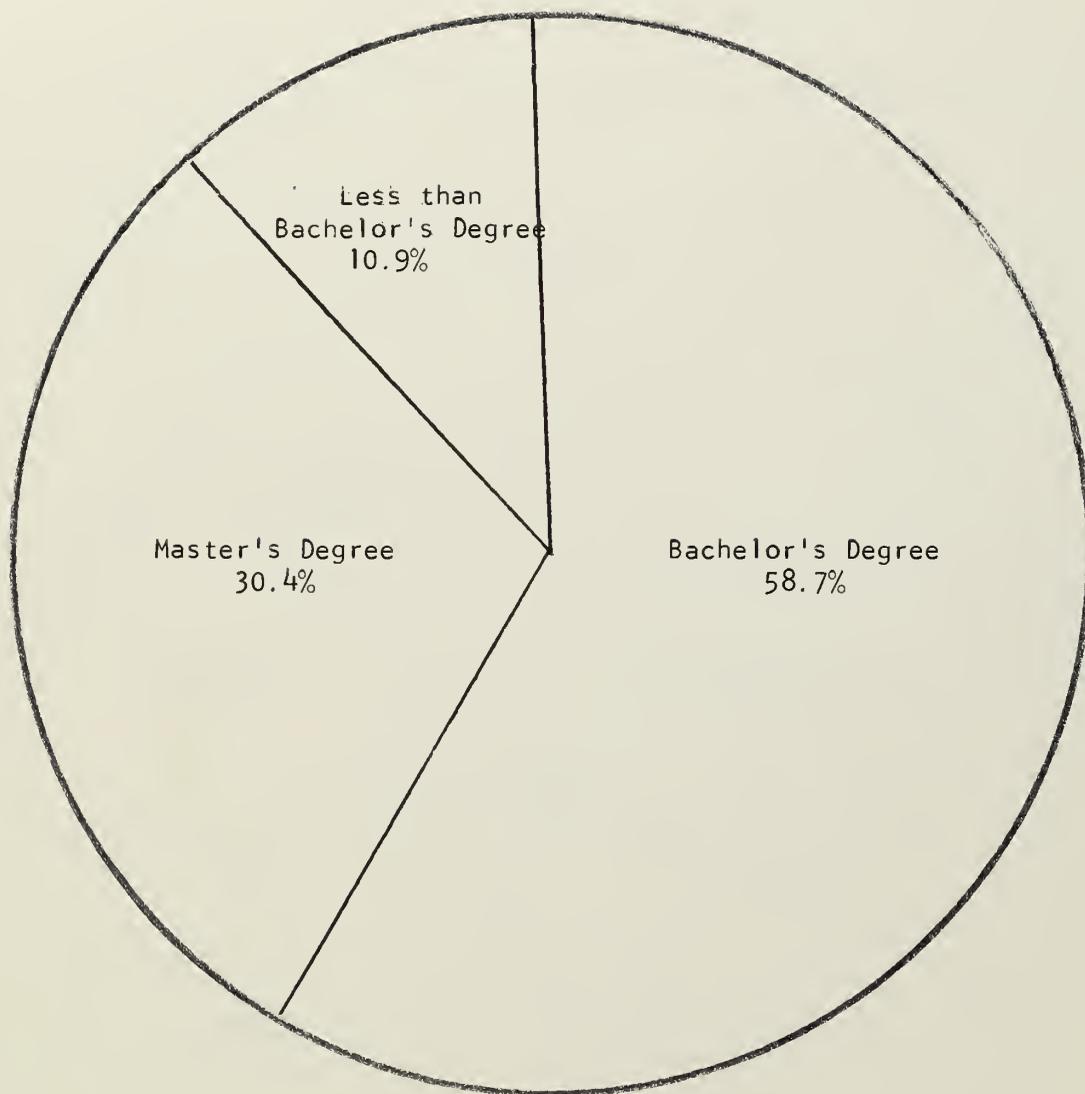


Figure 4. Educational Background of Adult Basic Educational Personnel

work or in Adult Basic Education institutes or workshops or both. Still other personnel had been prepared and had experience as counselors, reading specialists and other areas of specialization.

Figure 5 provides a graphic presentation of specialized training.

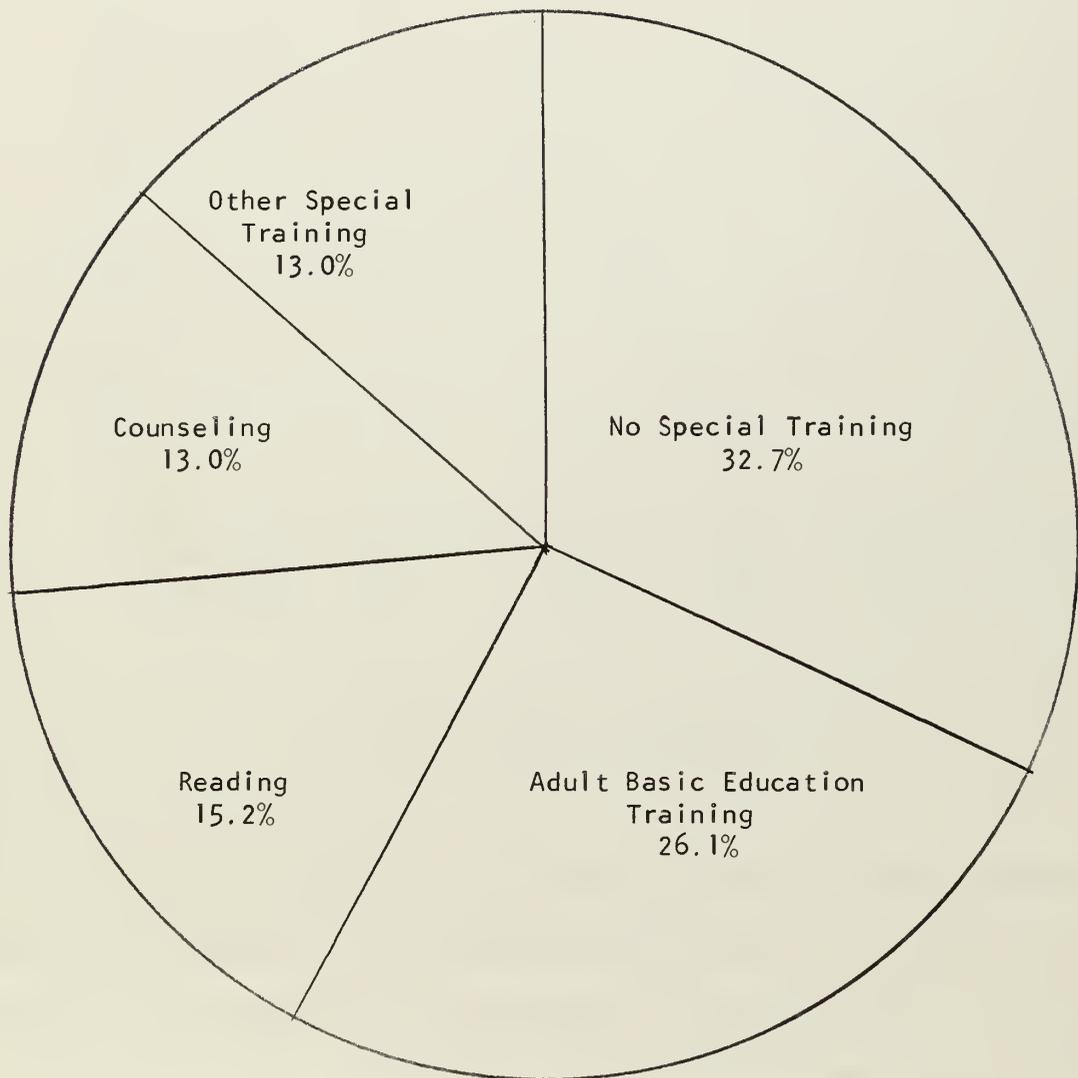


Figure 5. Specialized Training of Adult Basic Education Personnel

The majority of the Adult Basic Education teachers in programs at the time of the research project were experienced in Adult Basic Education work. Others were in their first year of Adult Basic Education work. Figure 6 shows the experience of Adult Basic Education teachers.

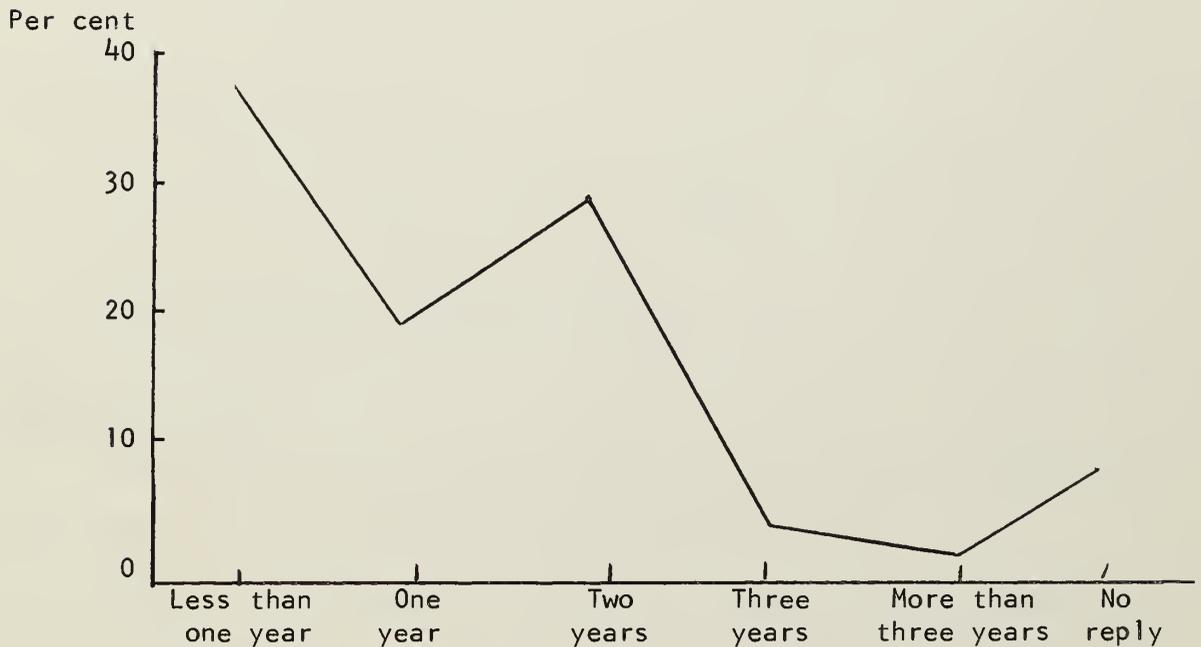


Figure 6. Years of Experience in Adult Basic Education

In Montana teaching in Adult Basic Education programs generally was a part time job. Only six persons were employed full time in this capacity and three of these were members of the educational staff of Montana State Prison. Three other communities each had one full time person in Adult Basic Education. Included in the variety of other positions held by Adult Basic Education personnel are:

1. Elementary teacher
2. Substitute elementary teacher
3. Elementary principal
4. Elementary counselor
5. Elementary reading specialist

6. High school teacher
7. Junior high school counselor
8. High School teacher
9. High school counselor
10. High school principal

11. High school reading specialist
12. Superintendent
13. University counselor
14. Assistant Director, Community Action Program (CAP)
15. Assistant Education Director, Prison

16. Secretary to federal projects
17. Coordinator of federal projects
18. Director of Education, Prison

Related Agencies

Related Agencies and other human influences provide a source of recruitment. As such they will be expanded upon later.

Five related agencies in Montana were contacted in attempt to ascertain numerous factors concerning their relationship with Adult Basic Education programs. The agencies contacted state-wide and the percentage of response were:

1. Bureau of Indian Affairs
2. Vocational Rehabilitation Bureau
3. State Welfare Department
4. Public Health Department
5. State Employment Office

In each instance, the state office was contacted by letter or by letter plus a phone call. The project was explained and permission received to contact local offices servicing the communities in which Adult

Basic Education programs had been in operation during the period of this study. The response from the local offices was very gratifying. Eight Bureau of Indian Affairs offices and ten Vocational Rehabilitation Bureau personnel were contacted. A one hundred per cent response was received from these two agencies. Five of six persons contacted replied in the case of the Public Health Department and the State Employment Office and eight of nine State Welfare Department offices responded. Overall, 44 offices were contacted, including those at the state level, and 41 replies were obtained. This represented a return of 93.2 per cent.

Using national literature as a guide, an attempt was made to contact other agencies which are related to Adult Basic Education programs throughout the country. It was found that these agencies were non-existent in Montana or were existing but not functioning on a state-wide level.

Community groups which have been active in Montana as referral groups will be treated later in the discussion of recruitment. Friends, family, and employers are both a referral and recruitment force as well as providing a strong source of motivation in some cases.

Summary

Many people are involved in Adult Basic Education in a variety of ways and to a varying degree. Each has an assigned or an assumed job or area of influence. Almost without exception, those who are either involved in the program or are aware of the aims and objectives are enthusiastic supporters of Adult Basic Education.

CHAPTER VI

THE STUDENT POPULATION: REFERRAL AND RECRUITMENT

The Adult Basic Education program is concerned with people--people who are in need of another opportunity and who are desirous and capable of benefiting from such an opportunity. Three general areas of concern become apparent when numbers are considered. These three areas are referrals to the program, recruitment for the program, and retention in the program.

Referrals can be classified into two general categories. The classification is loose rather than rigid. The informal referral pertains to the situation in which a student becomes interested and makes contact with the program because of some non-formal or non-organized influence.

An awareness of these sources or influences is of greater importance than the actual number referred since the nature of the referral, at the informal level, necessitates administrative personnel use a loosely organized pattern of contacts in making use of this service.

Included in the informal type of referral are:

1. Friends
2. Family
3. Employer
4. Minister
5. Some civic organizations
6. VISTA workers

These are the sources from which many students first heard of the program and perhaps, received their initial encouragement to enter the

program.

At the more formal level are various agencies which operate in most communities or are available in the area.

These agencies include:

1. Bureau of Indian Affairs
2. State Welfare Department
3. Vocational Rehabilitation Bureau
4. Public Health Department
5. State Employment Office

The results of the survey taken among these agencies throughout the state indicated that the great majority of these agencies believed referral to be a function of their office.

As can be noted from Table 11, page 38, three-fourths of the agencies make referrals and almost half of those who do not, do not do so because there is no available program for referral.

The employment service is most active with the four offices who stated they made referrals indicating these referrals totaled 39 per month. Fewest referrals were reported made by the three of the five health service offices which referred less than five per month.

TABLE 11. DEGREE AND FREQUENCY OF REFERRALS TO ADULT BASIC EDUCATION PROGRAMS BY STATE AGENCIES

Agency	Do refer	Do not refer	Amount of referral				
			0-1 per month	2-3 per month	4-5 per month	6-10 per month	over 11 per month
Bureau of Indian Affairs	5	3*	0	2	3	0	0
State Welfare Department	7	1*	2	2	3	0	0
Vocational Rehabilitation Bureau	8	2	7	0	1	0	0
State Health Department	3	2	1	2	0	0	0
State Employment Office	4	1	-	1	0	1	2
Total	27	9	10	7	7	1	2

* No program available for referral.

Other assistance from formal organizations included some civic organizations such as probation officers, Community Action Program (CAP), and other federal programs.

A referral usually will cause an individual to become aware of Adult Basic Education and bring him in contact with a teacher, counselor or administrator of the program.

In some cases it will supply names to the program personnel for prospective students. Regardless of which type of referral under consideration, it must be followed by a process called recruitment.

Recruitment includes the processes or procedures whereby individuals who have been contacted are convinced that it would be to their advantage to become an active participant in the program. While referrals provide a base or starting point for recruitment, recruitment is much more extensive. Recruitment works both within and outside of referral programs by:

1. Contacting those individuals referred to the program by formal or informal agencies
2. Providing resource material and information to cooperating agencies.
3. Providing news releases for various communication media.
4. Counseling referral and non-referral prospective student personnel.
5. Informing program personnel of available information about local and state programs
6. Exploring all avenues of contact with the locally determined target population.

Since it is the ability to attract, and retain, students which determines the success of any program, considerable time is spent in this area.

Recruitment procedures initiated by the local programs included a variety of measures and approaches. Some of the approaches were more or less standard from one program to another while others were unique in that they applied to one program alone or had been attempted by only a small percentage of the existing programs.

A short description of some of the various procedures follows:

1. Former students were hired to serve as recruiters and were paid two dollars for those who stayed a month or longer in the program.
2. Labor unions cooperated to the extent that Adult Basic Education classes were required, if needed, for entry into some

- apprenticeship programs. Unions also promoted increased pay for those who continued their education.
3. Adult Basic Education teachers and counselors visited the homes of prospective students.
 4. Posters were made and distributed throughout the community to advertise the Adult Basic Education classes.
 5. One community worked on a television program explaining the program and plans to interview present and former students.
 6. Printed brochures were sent home from school explaining Adult Basic Education.
 7. Tapes with former students were made for use on the radio.
 8. Slogans were developed emphasizing benefits.
 9. A frequently used device was the 'Bring a Buddy to Class' approach.
 10. Public speaking appearances by Adult Basic Education personnel were used to sell programs to the general public and prospective Adult Basic Education students.
 11. All references to competition were eliminated in recruitment procedures since a great majority were apprehensive of being placed in a competing position.
 12. The Chamber of Commerce was used as an effective tool for recruitment and advertising.
 13. A printed diploma or certificate of completion was thought to be very effective by a number of persons.
 14. A day care center was either operated or contemplated being operated by several programs.
 15. Transportation by bus or car pool was arranged.
 16. High school dropout files were obtained by Adult Basic Education and used to provide contacts for recruiters.
 17. The Bureau of Indian Affairs had a community work program which required Adult Basic Education attendance as a condition of employment.
 18. One community prepared a sample page of math problems which was distributed and printed in the local paper. Persons unable to work the problems were invited to contact Adult Basic

Education personnel for further information.

19. The Montana State Prison at Deer Lodge tests all incoming prisoners. Records are examined to locate potential students.

A number of the points included above are equally applicable to improving retention in the program as well as aiding in recruitment.

What works well for one program may also work well for other programs, particularly if adaptable to specific facets of the local program.

Two of the teacher training workshops during the year were concerned with recruitment and retention. The majority of the points presented above were outcomes from the sessions in Missoula in November, 1968, and in Havre in April, 1969.

An indication of effective ways to direct recruitment can be determined by examining the responses students gave when asked how they became interested in Adult Basic Education. Table 12, page 42, summarizes the responses.

More than one-half of all Adult Basic Education students became interested in the program through friends, family, and the school. Less than seven per cent were put in contact by whay frequently are thought of as professional referral services.

TABLE 12. SOURCES OF RECRUITMENT

Source of information and interest	Frequency
Friends	32.4%
School	17.0
Newspapers	13.3
Other programs	8.5
Family	7.7
Radio or television	4.3
State Welfare Department	4.0
Civic organizations	2.9
Employer	2.1
Vocational Rehabilitation Bureau	1.3
State Employment Office	1.1
Church	1.1
Miscellaneous	4.3

Four procedures must be followed which are closely allied to the recruiting process. These are:

1. Screening
2. Registration
3. Orientation
4. Placement.

Screening must be based upon the objectives of the Adult Basic Education program--local, state, and national. Since a variety of Adult Basic Education programs are operational, prospective students must be screened for proper placement. In some cases the screening was handled by an agency outside the program itself as in the case of Manpower Development Training Act (MDTA) programs where screening was handled by the State Employment Service. Regardless of where or by whom the

screening is conducted, it is essential that the basic philosophy used in the process must be that Adult Basic Education is for those persons who can benefit from the program. The prospective enrollee must fall in the range of limitations prescribed by the program and must not have attained his full potential of intellectual achievement. The Adult Basic Education program was not designed to be a day care center for the mentally handicapped who are unable to achieve further or was it meant to be a social program for those who had reached their intellectual capacity or were not interested in reaching that point.

Registration is a simple process. It is an administrative necessity and a mechanical process. The latter description has been instrumental in causing students to decide not to return or to start out with a great deal of apprehension. Registration is a simple process as viewed from the administrative position, it is not a simple process as viewed by many students. Individual registration with a counselor would be ideal. If not possible, then registration should be conducted with as small a group as possible using visual aids and with considerable personal attention.

Orientation of the student to the program is the process of developing in the student a feeling that he:

1. Is being welcomed to the program by Adult Basic Education personnel;
2. Can become acquainted with other students in the program easily;
3. Understands the scope of the program and his relationship to it;
4. And feels that lines of communication have been established.

Placement is the process of determining the level at which a student enters and individualizing his program to best meet his needs. Original placement can best be achieved by teacher assessment of the entry level of the student. At the time of entry the majority of students are nervous. Frequently considerable time has elapsed since they last were in a school setting--and many times the memories are not fond ones. It is better to use teacher assessment and have the assessment low than to make the student uncomfortable with a test or necessitate moving to simpler material because original assessment was too high. Moving to more difficult material can serve as a motivational factor. A formal test can be used after the student is adjusted to the program.

Students reported they became interested in the program through:

1. Friends
2. School
3. Newspaper
4. Family
5. Welfare

6. Community Action Program (CAP)
7. Radio
8. Civic organizations
9. Employer
10. Other Federal Projects

11. Self-interest
12. Vocational Rehabilitation Bureau
13. State Employment Office
14. Church
15. Television

16. Counselor
17. Miscellaneous

In summary, locate your students either through your efforts or the efforts of other agencies. Meet the prospective students and determine if they are part of the target population. It is as important that

the student understands the program as it is that Adult Basic Education personnel understand him. He should be worked into the program and placed at his proper starting level so he can best proceed toward achieving mutually agreed upon goals. Each local program should make use of information and facilities available to them through state and federal offices associated with Adult Basic Education.

CHAPTER VII

FACILITATING EDUCATIONAL PROCESSES

One phase of educational processes is entry into the program. This phase was dealt with in Chapter VI, "The Student Population: Referral and Recruitment."

Equally important as the entry into the program is the leaving of the program. Students in Adult Basic Education programs leave the program for various reasons. These reasons may be valid or invalid in relation to the objectives of the program but ALL ARE VALID IN THE EYES OF THE DEPARTING STUDENT. Valid reasons for severance from the program in relation to the purposes of the program include completion of the course of study, achievement of mutually agreed upon goals and a variety of personal reasons.

Invalid reasons were many and numerous but generally fell into one of two broad categories: lack of agreement between personal and program goals; and discouragement at the rate of progress being made. Frequently, reasons given for quitting a program were not the actual reason.

A third category existed on why persons leave the program: the attainment of a General Educational Development (GED) certificate. This reason was viewed with mixed feelings. It was a definite and realistic goal of some Adult Basic Education participants particularly if they were on federal payrolls and were held in grade unless they had a high school education or equivalent. This was also true if this same level of attainment was a requirement for advancement in their chosen field

of endeavor. Disagreement existed among program personnel on this part. One view held was that the General Educational Development (GED) certificate was a valid goal and programs were organized to head in that direction and part of program success locally was measured by the number of General Educational Development (GED) certificates obtained. At the polar position were those who believed that the General Educational Development (GED) certificate defeated, or at least hindered, the achievement of the true goals of the Adult Basic Education. Many students were satisfied with their degree of progress once the General Educational Development (GED) test had been completed successfully while in reality they still could have benefited from Adult Basic Education or could have progressed into other phases of Adult Education offered in their area.

Listed in Table 13, page 48, are the reasons given by the students for leaving the Adult Basic Education program. No effort was made, here, to determine if the reasons given were valid or not, or even if they were the true reason rather than merely a vocalized reason.

TABLE 13. REASONS FOR LEAVING ADULT BASIC EDUCATION PROGRAMS AS EXPRESSED BY STUDENTS

Reason	Number	Per cent
Completed program	29	15.3
Lack of interest	28	14.6
Got a job	24	12.6
Moved	16	8.4
Transportation	14	7.4
Health	13	6.8
Babysitter problems	12	6.3
Lack of time	12	6.3
Couldn't do work	11	5.8
General Education Development (GED)	7	3.7
Teacher	3	1.6
Miscellaneous	21	11.1
Total	190	99.9

The length of time a person remains in the program is determined only by his interest and continued achievement. This is particularly true of straight Adult Basic Education and less true of vocation related programs which are more likely to have a fixed curriculum with specific dates stated for initiating and terminating classes.

Little attempt has been made at follow-up in Montana programs. Some communities have attempted to determine reasons students have dropped or reasons for sporadic attendance. Few attempts have been made to conduct extensive, or any, follow-up research on students who completed the program offered during any academic year.

The degree of success of the program, as previously stated, must be measured in the degree of satisfaction the students profess for the program. This, in turn, may be measured in the degree of retention of students within the program. Those processes and procedures used in a program to increase the degree of retention are a measure of local effort or endeavor.

Answers supplied by students relating to the program are directly related to their degree of satisfaction with all or part of the program.

Basic to any program is the degree of communication that exists between its personnel and the students. Of equal importance is the degree to which students THOUGHT communication existed. Since communication is a two-way street, students were asked the direction of communication.

Figures 7 and 8, page 50, indicate that the majority of Adult Basic Education participants thought good lines of communication existed.

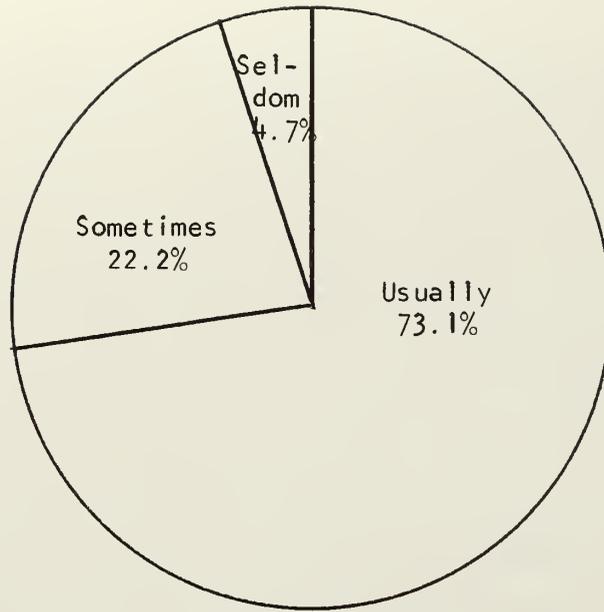


Figure 7. Degree of Understanding of Teachers by Students as Assessed by Students

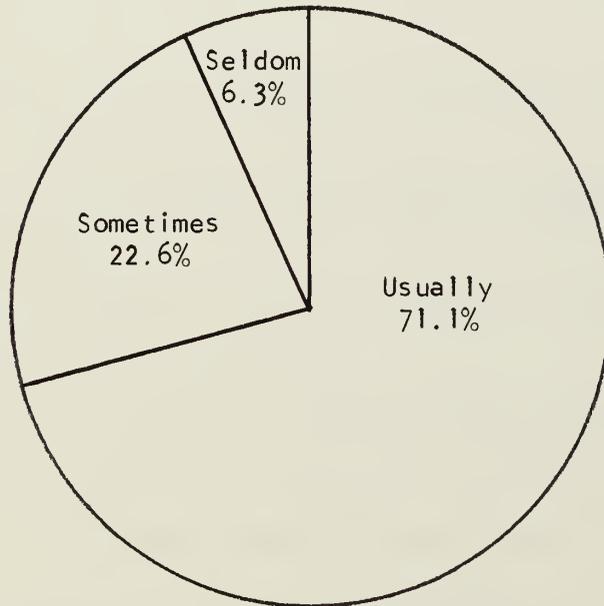


Figure 8. Degree of Students Being Understood by Teachers as Assessed by Students

More than 70 per cent of the students usually understood their teacher and felt they were usually understood by him. At first glance this appeared to be an extremely favorable report. On further examination the figures were not nearly as impressive if the following theoretical base is considered and if figures were interpreted somewhat differently.

1. Adults were speaking to adults.
2. Competent teachers were speaking to highly motivated persons.
3. Communication was being attempted on mutually agreed upon material pertaining to mutually agreed upon goals.

In spite of this:

1. Three of every ten students seldom or sometimes did not understand the teacher.
2. Three of every ten students felt they were sometimes or seldom understood by their teacher.
3. If the 279 individuals who answered the question were considered, 17 felt they were seldom understood and 13 seldom understood.
4. Sixty-two sometimes did not understand and sixty-one sometimes were not understood.

Some students indicated incomplete communication in both directions, while others thought it existed in one direction only. One-third of all Adult Basic Education students believed there was some room for improvement in communications. This is probably less than exists in most educational programs.

A good teacher can increase the degree of retention and satisfaction in a program by taking advantage of the likes and dislikes of the majority of students.

Table 14 indicates those areas of the program liked best by students and those areas least liked.

TABLE 14. LIKED AND DISLIKED PORTIONS OF THE ADULT BASIC EDUCATION PROGRAM AS INDICATED BY ADULT BASIC EDUCATION STUDENTS FROM A STATED LIST

Area	Liked best	Liked least
History	82	57
Math	163	62
Writing	74	52
Reading	178	40
Meeting people	150	14
Other *	26	16
Total	673	251

* See list, page 53.

Two particular facts stand out in Table 14: first, many more individuals expressed areas they liked best than expressed areas they liked least; and second, amount of spread between individual choices is indicative of those areas which are liked by a much higher per cent of persons than were disliked. Table 14 should indicate to the Adult Basic Education teachers that reading should be emphasized in covering other areas and that social contacts could be a strong motivational force within the program.

The list below merely presents other areas of likes and dislikes volunteered by students. No one area is significantly greater than any other volunteered answers or selected answers. The list does, however, provide an overview of offering of other programs.

The following list is that of student volunteered expressions of likes and dislikes of subject offerings of Adult Basic Education programs.

<u>Likes</u>	<u>Dislikes</u>
Typing	English
English	Science
Science	Government
Government	Biology
Bookkeeping	
Speech	
Geography	
Spelling	

Students were presented a list of related outcomes of the Adult Basic Education program which may have affected them.

Because of participation in the Adult Basic Education program, 209 persons, more than one-half of the students, made new friends. This was an obvious and expected result of the program. The making of friends takes on added significance, however, if it is recalled that socialization deficiencies was listed originally as a characteristic of the Adult Basic Education target population. Some 59 individuals indicated they had developed a new hobby as a result of the program, also a strong socializing influence and a definite force in developing an increased degree of self-acceptance and satisfaction.

Three questions were related to job success and satisfaction derived from participation in Adult Basic Education programs.

Twenty-seven students changed jobs, sixteen were promoted and fifty-four reported they enjoyed their jobs more. More than one-half of employed persons changed jobs were promoted on their present job or derived greater enjoyment from their job. This is an important point since job turnover is much higher among Adult Basic Education students than the general population. Students involved in the study indicated that two of the more common reasons for job changes were: being separated from the job by being laid off or fired; and leaving the job because of dissatisfaction with the boss or the job itself. Most would agree that more beneficial than detrimental results are likely to occur as a result of increased job satisfaction.

A variety of procedures are available to increase the degree of communication between students and teachers. Some are listed below:

1. Teachers should be knowledgeable. They should know their students, know their materials, and know and use good teaching procedures.
2. The classroom offerings and the method of presentation should be flexible. The program should be variable, relaxing and enjoyable.
3. Ultimate respect for the Adult Basic Education student as an individual and as an adult must be shown by Adult Basic Education personnel.

Because of the extent and variety of the suggestion offered by Adult Basic Education personnel at the Havre Teacher Training Conference in April, 1969; the total listing of suggestions relating to retention presented there and compiled and distributed by the Supervisor of Adult Basic Education for the Office of the State Superintendent of Public

Instruction are listed in Appendix F, page 101.

If all aspects or factors which tend to increase the degree of retention are to be examined, then the reasons students express for entering the program also should be examined. Close examination by program personnel may reveal clues to untried avenues to foster increased retention. Below are listed reasons for entering the program. Asteriks (*) indicated volunteered responses while others are selected answers from a supplied list. Reasons are listed in descending order of frequency.

1. Increase my education
2. Get a better job
3. Meet people
4. Get a job
- *5. Prepare for citizenship

- *6. Prepare for General Educational Development (GED)
- *7. Increase communication ability
- *8. Participate in worthwhile experience
- *9. Help family
- *10. Terms of probation

- *11. Learn a hobby
- *12. Improve math

Adult Basic Education participants were asked to indicate ways they thought the program of Adult Basic Education would be improved. Table 15, page 56, reports the results of the check list supplied to students. Table 16, page 57, presents the views of the same people on an unstructured, open-ended question on the same subject. Responses appearing on more than one questionnaire appear in Table 16. Individual unrepeated responses are listed following Table 16.

TABLE 15. WAYS ADULT BASIC EDUCATION PROGRAMS CAN BE IMPROVED AS INDICATED BY STUDENTS

Structured responses	Frequency of reply
More job training	167
More help needed in program	124
More meetings	109
More reading	108
More math	103
More writing	81
Better place to meet	29
Fewer meetings	9

The two replies checked most frequently were indicative of student views. Almost one-half felt that greater tie-in should exist between Adult Basic Education and some type of job training despite the fact that many respondents had been enrolled in vocationally related programs. The second area which appeared significant by itself concerned the amount of personnel available to help the student. More than one-third indicated they thought the programs were understaffed. Other points in Table 15 take on their greatest significance when compared to each other. Almost 12 times as many students thought there should be more meetings than thought there should be fewer meetings. This would tend to be interpreted as indicative of satisfaction with the program.

Few were dissatisfied with the meeting place of the program and the few responses were scattered over seven of the nine programs.

TABLE 16. UNSTRUCTURED RESPONSES TO REQUESTS FOR SUGGESTIONS FOR PROGRAM IMPROVEMENTS

Responses	Frequency of reply
No desired changes	56
More individual help	24
Greater variety of classes	23
Business education	11
More teachers	11
Coffee breaks	10
More mature materials	9
More vocational training	9
Better teaching	9
More advanced courses	5
Longer class periods	4
Study period before class	4
Less conversation	2
More practical	2
Educational movies	2
Recreation after classes	2

A number of other responses were volunteered. They are listed below:

- Less structured organization
- Lower level courses
- Fewer grade levels
- More levels
- More interesting

- Smaller classes
- Winter classes
- Flexible classes
- Unprejudiced teachers
- Different teacher

- Day and night meetings
- More study time
- More social time
- More publicity
- More young people

Fewer ball games
 High school credit
 College credit
 More books
 Easier books

Different books
 Less SRA
 Easier math
 Go slower

Since students enter the program to increase the degree to which they can utilize their skills, the amount of educational advancement is a measure of goal achievement.

Table 17 summarizes the level at entry of students in the Montana program. Also presented in the same table is the level at time of separation from the program.

TABLE 17. PERCENTAGE OF ADULT BASIC EDUCATION STUDENTS IN EACH GRADE LEVEL AT TIME OF ENTRY AND LEAVING

Grade	Entry	Leaving
0-3	13.5%	10.0%
4	7.7	5.0
5	16.3	13.9
6	12.8	5.0
7	23.0	22.5
8	10.7	21.4
9	4.3	7.1
10	3.7	6.8
11	1.0	1.1
12	7.0	7.1

At the time of entry 45.8 per cent of the students were below the sixth grade level. At the time of leaving, this percentage had been

reduced to 31.2.

Table 18 summarizes the rate of advancement of students. The percentages presented in the table are per cents of the known or measured advancement.

TABLE 18. ADULT BASIC EDUCATION STUDENT ADVANCEMENT

Amount of advancement	Number of students	Per cent of students
0.0 - 1.0	157	57.3
1.1 - 2.0	55	20.1
2.1 - 3.0	38	14.0
3.1 - 4.0	21	7.7
4.1 - 5.0	1	0.3
5.0 +	2	0.7

More than 40 per cent advanced more than one grade level in the short time they were in the program and one of every five students advanced two or more grade levels.

At some future date, it would be well to run a study which would determine the relationship between per cent and length of attendance with the amount of advancement.

Figure 9, page 60, presents the per cent of attendance. Information was not available on length of attendance.

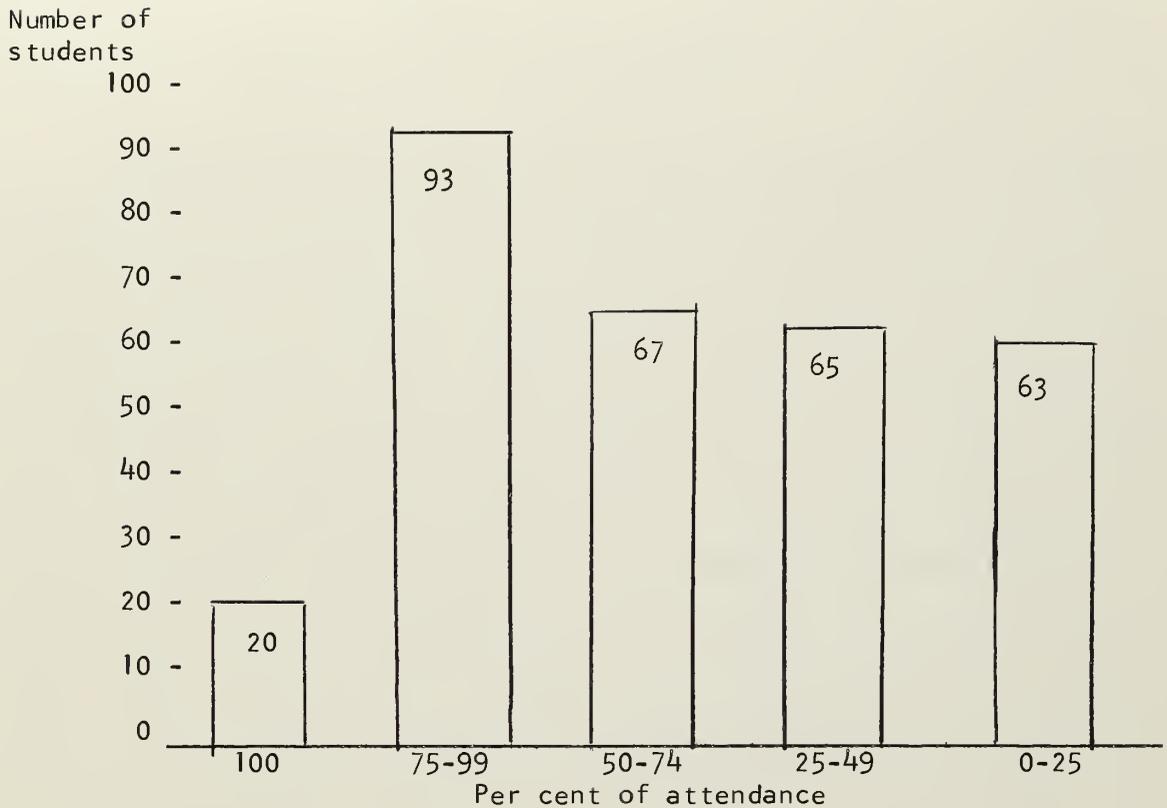


Figure 9. Per Cent of Attendance

Less than one-third of the students in Adult Basic Education attend as many as three-fourths of the classes. A much higher percentage had good attendance but started the program late or left early for a variety of reasons.

In summary, retention of students in the program is an important factor in achieving educational goals of students. Retention is, however, only one factor affecting rate of progress. Many factors, personal and general, enter into the amount of progress made. The elimination of as many of the disrupting influences as possible is the goal and desire of personnel in Adult Basic Education.

CHAPTER VIII

THE ADULT BASIC EDUCATION PROGRAM

Perhaps the most characteristic facet of the Adult Basic Education program has been its variability and flexibility. Each program must, of necessity, adapt to the facilities available, the financial structure of the sponsoring agency, and the abilities and goals of the participants in the program. By definition, basic education is what the name implies; instruction in those areas necessary to become a functioning member of present day society. Four areas of study appear to be common to all Adult Basic Education: reading, writing, arithmetic, and history. The first three, the old 3 "R's," are basic skills necessary to establish lines of written communication in our complex pattern of life and to develop computational understanding in our technologically oriented society.

History was also listed as a major area of study in most programs although in actual practice it would have been more correctly referred to as 'civics.' This area was indicative of the spoken or unspoken emphasis placed on the General Educational Development (GED) in many programs by the personnel of the program or by the participants in the program. History does, in addition, provide a background and appreciation of the development of the country in which one lives.

Many programs were more comprehensive than the basic subjects and includes a variety of areas of instruction which could be classified as academic, functional, recreational or vocational.

The broadest category, and the area indicated by students as being the least acceptable and least interesting, was the academic field. The

courses, usually justified as necessary to provide a well rounded background, were least likely to correspond to or relate to goals and objectives of the students. The survey conducted revealed that the academic areas offered included English, spelling, speech, geography, science, biology, and government. None of these areas appeared with great frequency in the tabulation of least or best liked areas of study. Neither did any one appear more frequently as a phase of the program which was liked or disliked.

Functional courses would include such offerings which might provide the student with skills which would better fit him into society and which when studied in greater depth might become vocational in nature. These courses would include such areas as typing, bookkeeping, consumer marketing, menu planning, and similar programs.

Recreational courses were generally offered as a device to attract people to the program, as a socializing feature of the program, to provide variety to the program, or to develop within students abilities of self-enjoyment by providing activities and skills which could be taken away from the program and used in every day life.

Recreational aspects of the program in Montana included ceramics, volleyball, puzzle making, game playing, fly tying, reading as recreation, electronics, party planning, recipe exchanges, and similar informal activities. Birthday parties were successful activities in one program and took on added meaning when it was discovered that many of the students had never had a party.

Vocational programs received the greatest emphasis other than straight Adult Basic Education. Montana vocational views were influenced

by a number of factors. First, Montana lagged behind in the original development of vocational education; second, Montana embraced vocational education warmly as a solution to a number of its educational problems; and third, Montana was caught up in difference of philosophy as to whether vocational education could best be implemented by small independent programs at the local level or whether the best approach would be from one to ten vocational education centers in the state. During the 1966-1968 period a number of Adult Basic Education programs investigated the possibility of converting all or part of the Adult Basic Education to other vocationally oriented programs which might be available under the Manpower Development Training Act (MDTA), Continuing Education Program (CEP), Work Incentive Program (WIN), Model City Programs, or some phase of a Community Action Program (CAP). Other communities investigated their own facilities to determine the possibility of greater vocational orientation. More than 20 recipients of questionnaires indicated they would like to see greater vocational training as part of Adult Basic Education. Vocational type offerings associated with Adult Basic Education, generally fell into a narrow field of training but have expanded. Major programs included training in business education, welding, and cooks' or chefs' school.

A few communities offered extensive programs in vocational training. In some cases the programs were closely related to Adult Basic Education while in others they were unrelated or had but little connection with Adult Basic Education programs. The relationship or lack of it is understandable in many cases since some vocational programs were designed at a level well above the present level of Adult

Basic Education students. Considerable thought must be given when a vocational program or tie-in to Adult Basic Education is considered.

The following factors should be considered:

1. Montana is predominately rural and modern technology has eliminated a large percentage of rural oriented jobs.
2. Lack of metropolitan areas and industrial complexes limit the scope and number of available positions.
3. Inability to relocate or lack of desire to do so necessitates emphasis on programs available for local consumption.
4. The degree of monetary allocations in respect to program outcomes as compared to other programs which are or may be offered.

When the nature of the program is considered, thought should be given to the implementation of the program. Decisions must be made concerning the nature of the materials to be used and the aids to be made available to teachers. A 20 per cent sample of teachers was queried as to use of materials and audio-visual devices. Table 19, page 65, summarizes replies concerning audio-visual devices and other materials.

Audio-visual devices were used very little according to the replies summarized in Table 19. Most frequently used were 16 mm films and overhead projectors. Most teachers prepared handouts for their students and made extensive use of the dictionary in class.

TABLE 19. PER CENT OF USE OF AUDIO-VISUAL DEVICES AND OTHER MATERIALS

Aids to teaching	Used frequently	Used sometimes	Used seldom	Never used
16 mm films	40%	20%	20%	20%
8 mm films	0	0	20	80
2 x 2 slides	0	10	20	70
3 x 4 slides	0	0	0	100
Film strip	10	50	20	20
Overhead projector	40	10	30	20
Opaque projector	10	10	0	80
Tape recorder	20	30	20	30
Records	10	20	30	40
Flannel board	0	10	10	80
Flip chart	0	20	40	40
Flash cards	20	30	20	30
Audiotutor	10	20	20	50
Video tape	0	0	0	100
Programmed Math	30	10	20	40
Programmed Reading	40	30	20	10
Dictionaries	90	10	0	0
Encyclopedias	40	30	30	0
Teacher prepared handouts	80	20	0	0

Some programs used other activities as a learning device, recreational interlude, interest stimulator or social function. These are summarized in Table 20, page 66.

TABLE 20. PER CENT OF USE OF EXTRA CLASS ACTIVITIES IN CLASS

Game or activity	Used frequently	Used sometimes	Used seldom	Never used
Group games	40%	0%	30%	30%
Individual games	20	20	0	60
Jigsaw puzzles	10	0	20	70
Field trips	20	10	0	70

Group games were the most frequently used device to supplement regular class activities.

In summary, each local program must examine its target population thoroughly. Each local program must examine its facilities, available personnel, and financial structure. Like any successful program, the success of a local Adult Basic Education program will depend upon how well local personnel, facilities, and finances are used to present offerings which coincide with the goals and desires of the target population.

CHAPTER IX
PROGRAM BENEFITS

A slogan associated with Adult Basic Education programs has been From Helped to Helper. Six general program benefits were listed in the "Target Flow Chart" for Adult Basic Education. (11:7)

These were:

- Hhealthier: Improved hygienic habits and nutrition; understands health assistance and community goals.
- Education conscious: Reads and develops self and family interests.
- Legally: Increased ability to protect himself and family.
- Politically and socially: Expanded knowledge to perform an active role, i.e., voting and participation in community activities.
- Economically: Better equipped to raise his living standard and improve the welfare of his family.
- Reimburses society: Increases his contributions to society at all levels.

He becomes a ---
HELPER
to HIMSELF and FAMILY,
COMMUNITY,
NATION.

These categories should be examined in the light of Montana and this study.

The health aspect of Adult Basic Education programs was not revealed during the course of this study. No student indicated it was his

favorite portion of the classroom program nor did any indicate it was his least favorite. None of the personnel indicated in any way that it was a portion of the curricula in their program. Materials such as simplified menus with pictorial recipes are available through the United States Department of Health, Education and Welfare is a source of free material.

The United States Printing Office offers a variety of inexpensive publications directly associated with various aspects of the Adult Basic Education curriculum or adaptable to it. The personnel contacted in this study who were associated with the Public Health Department of the State of Montana were eager for more information about the program and would serve as a valuable resource for any local program interested in programs on personal health, public health, and nutrition.

Consciousness of education for self and family, point two, has several points of interest. A number of individuals expressed the view that they became interested in the program, initially, because they were not able to help their young children with homework, because they became interested while trying to help their children or because they were urged by other family members to enroll in Adult Basic Education.

Another individual, an inmate at Montana State Prison, indicated he entered the program to learn to read so that he would have a means of passing time. Still others indicated they were desirous of learning to read so they would be able to read newspapers.

Legal aspects of Adult Basic Education programs are peripheral areas. The student and his family derive legal protection through increased knowledge, increased ability to read, and a greater awareness of our judicial system and sources of help. Consumer math and consumer

buying familiarize the Adult Basic Education student with credit procedures and contracts.

Political and social knowledge is presented in quantity on television. The observer has a choice of depending on the interpretation presented to him or of seeking further information. Adult Basic Education students develop skills necessary to seek further information should students be so inclined. Hopefully, the program will increase the inclination to delve further. The social aspect of meeting with people fosters a degree of confidence which encourages the Adult Basic Education participant to enter other group situations which may be in the form of community activities. Increase awareness of the formal and informal social setting in which one lives is conducive to more realistic and evaluative voting selections.

Teaching Social Living Skills (18), a publication prepared by the University of the State of New York and available through the National Education Association, is an excellent example of material available for the Adult Basic Education teacher in the field of social living.

In Chapter VII, page 54, it was noted that about one-fourth of all students and over one-half of all employed students indicated that as a result of Adult Basic Education they were promoted, obtained a better job or derived greater satisfaction from their job. Still other students indicated they were able to secure jobs because of participation in Adult Basic Education. Being able to secure a job, better one's salable skills, or deriving greater satisfaction from one's job all improve the role of the job holder and benefit his family.

Society is reimbursed in many ways. Adult Basic Education and related programs have resulted from a sense of guilt shared by a large segment of society. It is a guilt which had its derivation in a feeling of responsibility for allowing conditions to exist and creating conditions which allowed capable persons to be under-educated. Examples of society being reimbursed are numerous. An Adult Basic Education student in one program who had not completed elementary school, passed the tests and received his General Educational Development (GED) certificate and entered college. He became an honor student and has plans for entering engineering school. Another Adult Basic Education student had been a welfare recipient who was unable to hold a job because he could not read. He learned to read and, because he was able to read safety signs, secured a job in a mill and was no longer on welfare roles. An Adult Basic Education student, enrolled in a Manpower Development Training Act (MDTA) program, is now a cook in a small hotel dining facility. In each case a society was reimbursed if only economic aspects are considered. Many other such examples could be reported. There is no valid means of measuring the degree to which society is reimbursed by the development of an individual who has greater faith in himself and his skills, both salable and personal. There is no valid means of measurement of the degree to which society is reimbursed by greater understanding of the world about him by an individual or of measuring family benefits derived from a greater family cohesiveness.

There can be no doubt that these are valid and worthwhile program benefits.

In addition to general areas of improvement, the individual benefits from Adult Basic Education in more personal ways which are the stepping stones to the benefits already listed. Four specific individual benefits are derived. They include increased:

1. Self-awareness
2. Self-confidence
3. Pride
4. Communication ability.

The majority of Adult Basic Education students have not been in a classroom or classroom situation for a considerable length of time. The students generally are not lacking in intelligence but rather have not developed their intelligence to the degree to which they are capable. As a result, certain thought patterns have not been used frequently or developed to the point of usefulness. Both teachers and students indicated to the writer that one of the early experiences of most Adult Basic Education students was a sudden awareness of the use of logical thought processes in a manner in which they had not been used in some time. The solving of a problem using a step by step approach; the awareness of a solution without knowing exactly why; the recall of some long forgotten or little used rule or procedure all join together to engender self-awareness. With this self-awareness comes a degree of self-confidence. The majority of the Adult Basic Education students have memories of classroom failure. The reason for the failure is unimportant, the mind set created by it is important. These failures and resulting mind sets must be eliminated. The adult learner, because of his increased experience and multiplied referents, finds many instances wherein this experience

and background overcomes the failures of years gone by.

Pride is a quality needed and desired by all individuals. Before one can develop pride, he must accomplish something in which to take pride. The accomplishment need not be large or complex; it need only be personal and of importance to the individual.

The writer recalls a 35 year old student actually blushing with pleasure because he was described by a fellow student as "the best jigsaw puzzle maker in class." He then proceeded to 'take another crack' at the math problem he had decided he could not solve. Pride urges all individuals beyond the point where one would normally cease trying.

Self-awareness, self-confidence, and pride all are prime ingredients in developing 'communications.' Man communicates by means of the written word. Certainly Adult Basic Education increases the facility with which participants can handle the written word both as a recipient and as a purveyor. Man communicates by the spoken word or through verbal expression as well. The Adult Basic Education program presents a means by which the student participant may establish one-to-one patterns of communication as well as one to a group means of expression. The spoken and written words are not the only methods by which communication occurs.

Appearance, dress, manners, attitude, and the tone of one's voice all are means of communication. An appearance of self-confidence, evidence of good manners, an attitude of concern or a pleasant tone to one's voice may communicate a new or different concept to friends, family, employer, or prospective employer. These, too, may be planned or by-product outcomes of Adult Basic Education classes, and reimburse society as well as benefit the individual.

CHAPTER X

FOLLOW-UP AND EVALUATION

Are Montana Adult Basic Education programs doing a good job? The determination of what constitutes a 'good job' is based on two factors: follow-up and evaluation. Follow-up studies can be organized and conducted in a variety of ways but generally fall into one of two patterns. The type of follow-up most commonly conducted by individual programs was a procedure whereby one person, usually a counselor, periodically reviewed all file information on former students and up-dated the material contained therein. This type of follow-up usually was primarily concerned with noting changes in economic conditions, family status, location, and personal attainments of the former students. The second approach to follow-up is the type usually conducted on a broader base and concerned with opinions rather than a mere collection of statistics.

Both types of follow-up are frequently confused with evaluation. Follow-up is the collection of data about the students and the program while evaluation is the interpretation of this data in light of the goals and objectives of Adult Basic Education. Relatively little follow-up has been attempted in Montana. Reasons for lack of this procedure frequently are related to insufficient funds or lack of time. Two program directors, however, indicated unused funds were being returned to the state office.

This study has been the first major attempt at follow-up and evaluation in the state. While it was not primarily concerned with the status of individuals as such, it did provide each program with

the opportunity to secure information about participants.

An important factor which must be kept in mind, however, is that this study was not meant to be and should not be interpreted as a substitute for local efforts in follow-up and evaluation. Both processes must be continuous and specific. Just as overall objectives for Adult Basic Education are important and needed so are overall follow-up and evaluation valuable and necessary. Just as general objectives must be supported by specific objectives related to local offerings, so must general follow-up and evaluation be supported by follow-up and evaluation at the local level.

The Adult Basic Education Act of 1966 listed six general objectives:

Increase the Nation's Literacy

Two measures of evaluation can be utilized in determining the degree to which Montana is achieving this objective:

1. What percentage of the target population has been reached?
2. What success has been achieved in the operation to increase literacy?

The percentage of the population reached, in turn, is a measure of a number of other factors including:

1. Financial funding at the local level
2. Financial funding at the state level
3. Financial funding at the federal level
4. Local vigor in establishing programs
5. State vigor in encouraging local program establishment
6. Local recruitment and retention procedures.

Montana was slow in initiating a statewide Adult Basic Education program. In 1965, 19 states operated Adult Basic Education programs. In 1966, 49 states offered classes in Adult Basic Education. Montana was the last state to enter the program. (12:48) In 1967, 95 students were enrolled in Montana programs. This increased to 345 in 1968. The programs increased from zero in 1965-1966 to four in 1966-1967 to nine in 1967-1968. Sixteen were operational in 1968-1969 and twenty are expected in 1969-1970. Expenditures during the two year period of this study increased from \$10,740.71 to \$62,167.07 and from \$113.00 per student to \$180.00 per student. Montana is reaching out. It has shown considerable growth. This growth should continue if Montana is to achieve the first objective of Adult Basic Education.

Table 18, page 59, indicated that close to 40 per cent of Montana Adult Basic Education students advanced more than one year in educational development. Montana made an effort.

Opportunity to Benefit from Occupational Training

Follow-up, evaluation, and actual operation are hampered because of a difference in philosophy as to the place of occupational training in Adult Basic Education and the manner it should be made available. As early as 1905 controversy existed as to whether educational facilities should be centrally located and students brought to the facility or whether facilities should be brought to students in the various geographical areas. (27:5) This controversy remains unresolved today. As a result, there are a number of questions which should be resolved before any true evaluation can be made on this point.

These questions include:

1. Should Adult Basic Education be a separate and prerequisite part of vocational programs, or,
2. Should Adult Basic Education be an integral and parallel portion of vocational programs?
3. Should occupational or vocational training be limited to designated centers, or,
4. Should each operating or prospective program offer some training?
5. Should procedures be initiated to bring students to vocational training centers, or
6. Should vocational centers be brought to any area where sufficient prospective students are available?
7. Should Adult Basic Education be offered if the financial structure and availability of funds preclude any vocational or occupational programs being offered?

During the period encompassed by this study, four programs were operated as straight Adult Basic Education in communities which did not offer extensive vocational programs. These were Arlee, Libby, Hays, and Montana State Prison at Deer Lodge. One program, Havre, was primarily straight Adult Basic Education and part of the program conducted was in a community where vocational training was available. Missoula, Billings, Helena, and Great Falls all had programs in Adult Basic Education related to some vocational training. As indicated earlier in this report, a number of students in non-occupational training oriented Adult Basic Education programs expressed a desire for such an experience.

Improve the Basic Abilities of the Target Population

This third objective is an expansion on the first objective. Increasing literacy is one way basic abilities are improved. Basic abilities, however, encompass more than literacy. Basic abilities

in addition to literacy include computational manipulation skills, vocal and other non-literal means of communication, awareness of one's culture and social environment and increased awareness of social skills essential for positive family relations. Some of these do not fit into the more literal and narrow definition of 'basic'. There are those who would argue for retention of the '3 R's' and elimination of all other areas. However, every program observed by the writer carried on some activities, either formally or informally, which could fit into each of the areas listed above. They were variously called 'breaks', 'social hours', 'recreation', 'coffee breaks', 'program incentives', or by some other name but each was, whether so intended or not, a basic exercise in some area of social living. A few programs offered specific courses such as consumer buying which improved the basic abilities of the students in the broadest sense of the word.

Increase Opportunities for More Productive and Profitable Employment

This objective, the fourth, is closely related to objective two. Once the occupational or vocational opportunities are explored as far as training, another problem presents itself. Little is gained if a person is brought to a point of competency in some occupational area if no employment opportunities present themselves.

The Adult Basic Education program has the responsibility, according to national objectives, to increase the opportunities for employment. All phases of Montana Adult Basic Education offerings are directly or indirectly oriented in this direction. Does the objective also indicate that Adult Basic Education should become an employment service or an occupational information service? To what extent should Adult Basic

Education be concerned with:

1. How to apply for a job?
2. How to fill out an application?
3. How to learn of potential jobs?
4. How to make use of local, state, and federal agencies who are job oriented?

A number of Adult Basic Education programs provide counseling service for their students. This service can facilitate entry into employment.

Reduce Dependence on Others

This objective, like all other broad and general objectives, has a variety of facets and interpretations. The natural interpretation of this objective would be that Adult Basic Education students should develop greater independence and, therefore, are presently quite dependent. The writer believes that lack of communication exists relative to this point. The Adult Basic Education program should recognize that some of the undereducated and occupationally disadvantaged may very well be in that position because of a high degree of independence. It is not a development of dependence or independence that should be the concern of Adult Basic Education personnel. What should be their concern is the development of the ability to choose when to be dependent and when to be independent, when to accept responsibility and how to recognize when one does not have the necessary background to accept the responsibility. Students need to know how, when, and on whom to be dependent and how, when, and from whom to be independent. The ability to make these decisions and the desire to make them is a process for teachers

to try to develop in their students. Usually the ability is there but the desire is not. Pride is closely related to desire. Instilling pride is an objective of Adult Basic Education. Montana teachers of Adult Basic Education do well in this area

Assist in Meeting Adult Responsibilities--Home, Family, Community, and Nation

Adult Basic Education is concerned with adults. Adult Basic Education is concerned with basic education. Basic education is usually thought as emphasizing reading, arithmetic, writing, spelling, and perhaps history. It is ridiculous to assume that persons deficient in training in these so called 'basics' are not equally or partially as deficient in those aspects of adulthood concerned with the home, family, community, and nation. Some Montana programs present classroom offerings which would be directly related to the achievement of this objective. Included in this category would be nutrition, health, consumer education, and similar offerings. Most programs make provisions for attaining a General Educational Development Certificate (GED) and therefore offer opportunities for studying civics since a knowledge of local, state, and federal government is required to pass the test.

These are the means Montana has used to bring its programs within the sphere of influence of national Adult Basic Education objectives and the extent to which success has been achieved. In addition, as has previously been stated, each program must, in order to be effective, evaluate its program in light of its own locally formulated objectives.

CHAPTER XI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Adult Basic Education is a relatively new program. It has been growing at the local, state, and national level. The rate of growth has been exceptional since it grew from an idea less than five years ago to a program of close to one-half million participants.

Montana's growth, once started, has exceeded growth patterns at the national level. Due to a late start, Montana is behind but is rapidly approaching national averages in percentages.

The purpose of this study was to evaluate Adult Basic Education and determine the affect it has had.

Six procedures were outlined in the original proposal. These six were:

1. Determine appropriate course content.
2. Compile a list of accepted texts, audio-visual materials, and other training aids.
3. Compile descriptions and evaluations of the various recruiting methods used in different programs.
4. Compile descriptions and evaluate techniques used to reduce dropouts from the various programs.
5. Conduct student evaluations of all phases of the project.
6. Relate pre- and post-student employment experiences to Adult Basic Education.

All six points will be treated both in the summary of the findings and recommendations. All have been treated to a varying extent throughout this report. Some have been treated in great depth; others

to a lesser degree. The treatment was directly related to the nature of the item and the amount of information it was possible to secure.

Summary of the Findings

1. More women than men took advantage of Adult Basic Education offerings.
2. A higher percentage of Adult Basic Education students than average were divorced, widowed, or separated.
3. The great majority of Adult Basic Education students were under 45 years of age with the two largest age groups being 21-30 and 31-45, each with over 30 per cent of the students.
4. Adult Basic Education parents had 3.3 children and about two per cent of Adult Basic Education students were unmarried mothers.
5. Less than 10 per cent of the students had military service and some of these had other than honorable discharges.
6. Close to 60 per cent of Adult Basic Education students never attended high school and slightly more than 6 per cent had less than a third grade education. Three per cent had some training beyond high school.
7. Adult Basic Education students had attended a variety of schools to secure some type of training.
8. Close to 40 per cent were not employed at the present time.
9. Two-thirds of those employed had held their present job less than one year.
10. More than half of those employed liked their present job very much. Less than five per cent disliked their present job.
11. Most employment in the past was of a seasonal or unskilled nature.
12. Almost one-half of all who had worked in the past held jobs lasting less than six months. Another 20 per cent remained on the job less than a year.
13. A high frequency of past job dissatisfaction was evidenced.
14. Students liked reading, math, and meeting people best about Adult Basic Education.

15. Students liked writing, history, and math least.
16. Most students felt they understood their teacher and were understood by their teacher.
17. Twenty-five per cent of Adult Basic Education students changed jobs, were promoted or enjoyed their job more because of Adult Basic Education.
18. The overwhelming response, over 70 per cent, as to why students entered Adult Basic Education was to increase their education.
19. In two-thirds of the cases, students became interested in Adult Basic Education through friends, school, and their newspapers.
20. The two predominant suggestions (from a prepared list) for program improvement were: more job training and more help.
21. Attendance was sporadic in general, with only one-third of the students reported as attending more than three-fourths of the sessions.
22. The most commonly given reason for leaving Adult Basic Education programs was lack of interest or benefit (16%).
23. The median level at entrance, of those known, was the sixth grade level.
24. The median level at the time of departure was the seventh grade level. (Some were still enrolled.)
25. Median advancement was less than one year although approximately one-fourth of the students advanced two or more years.
26. Many people indicated they were satisfied with the program as it was. The suggestions appearing most frequently for changes included: more help; more business education; more coffee breaks; more job training; more class meetings; and greater variety of subjects.
27. Related agencies were eager to know more about Adult Basic Education.
28. Related agencies were anxious to serve as referral agencies and did so to varying degrees.
29. Most personnel from related agencies were not too concerned about being involved in the Adult Basic Education program other than on a referral basis.

30. Related agencies viewed vocational training, General Educational Development (GED) certificate attainment, and public relations as the greatest value of Adult Basic Education.
31. The most common suggestions given for improvement of Adult Basic Education were: more publicity and information; an expanded program; and more financial assistance.
32. The most frequently used audio-visual devices were 16 mm films and the overhead projector.
33. Least used audio-visual devices were video tape, 8 mm films, and slides.
34. Group games were used in a number of programs. Few used individual games or field trips.
35. Programmed materials were used extensively.
36. Forty per cent of the Adult Basic Education teachers held a master's degree.
37. Most Adult Basic Education teachers had some special training as an Adult Basic Education teacher or as a counselor or reading specialist.
38. The majority of Adult Basic Education teachers had been associated with Adult Basic Education one year or less.
39. The majority of Adult Basic Education teachers had fewer than 20 students and spent less than 5 hours per week in Adult Basic Education other than teaching.
40. The most common size classes were six to ten students and eleven to fifteen students.
41. The length of time spent in the program by students varied from eight to ten weeks in one community to two years in another.

Conclusions

1. Participants in Adult Basic Education were highly motivated individuals who recognized they were vocationally, economically, and/or culturally disadvantaged and were interested in taking steps to remedy the situation. X
2. Adult Basic Education teachers and other personnel rank well above averages in dedication to the job, interest in their students, and belief in the program. X

3. The Office of the State Superintendent of Public Instruction, through it's State Supervisor, is interested and desirous of aiding individual programs, expanding the state program, and providing in-service training for Adult Basic Education personnel.
4. Adult Basic Education has helped participants in ways which are not easily measured. Evidence seems to indicate greater vocational stability and satisfaction is related to Adult Basic Education participation.
5. While many Adult Basic Education students had suggestions to offer for program improvement, the vast majority spoke highly of the programs and were generally very satisfied with treatment, curriculum, and teaching procedures.
6. Recruitment and retention procedures are a primary concern of all Adult Basic Education personnel. They feel that a variety of procedures, normal and unique, should be investigated and used to get and keep students.
7. Related agencies can be used as a recruiting and referral source and are eager to aid Adult Basic Education.
8. Audio-visual devices are not used enough either through lack of availability or lack of competence in usage.
9. Group activities are a valuable socializing force and are used effectively to facilitate achieving social objectives of Adult Basic Education.
10. Adult Basic Education is a worthwhile program serving a definite and needed function.

Recommendations

1. Adult Basic Education has the support of the participants, the personnel and administration on the local, state, and national level. Continued efforts should be exercised in the following directions:
 - a. Expansion of existing programs
 - b. Organization of new programs
 - c. Continued efforts in the area of in-service workshops
 - d. Continuation of efforts in the enrollment of Adult Basic Education personnel in summer workshops.
2. A two-day workshop should be conducted on the use of audio-visual devices with special emphasis on the use of such hardware as the overhead projector, opaque projector, 8 mm films, film strip projector, bulletin boards, flannel boards, flip charts, and slide projectors. Software emphasis should be

placed on making transparencies, laminating pictures, and slide production. (See Appendix G, page 107)

3. A greater expenditure of time and effort should be directed toward education of the public in general as to the nature and purpose of Adult Basic Education. The general public understands 'Adult' and 'Education' but does not understand 'Basic' as used in this program. A series of press releases, radio tapes, and possibly video tapes would serve a two-fold purpose: education of the general public and recruitment of students.
4. Individual programs should make better use of related agencies for referral and recruitment. The Bureau of Indian Affairs, State Employment Office, State Welfare Department, Vocational Rehabilitation Bureau, and Public Health Department all indicated they acted as referral agencies to some extent but were willing and eager to do more if they were furnished more information. It is recommended that each program develop a brochure, dittoed, mimeographed or printed, explaining Adult Basic Education in general and the local program in detail. This brochure should be made available to the above agencies and to other civic organizations which also serve as referral agencies.
5. A workshop or in-service training session should be conducted oriented toward teaching techniques and procedures found effective in Montana programs. Micro-teaching demonstrations could be used effectively.
6. A workshop or in-service training session should be conducted on methods of communication and methods available to increase the degree to which students and teachers communicate.
7. The extent and completeness of records varied from program to program. It is recommended that in those programs where record keeping has been minimal, that records include the name, address, past employment, present employment, educational background, level at entry and leaving and other personal data such as age, family status, and similar information. Follow-up procedures should be expanded.
8. Teaching materials varied from community to community. It is recommended that an in-service workshop be held at which materials used by the various programs be examined and evaluated according to the guidelines used at the Billings Workshop in February of 1969 using Follett Publishing Company evaluation materials. A summary of the materials used and recommendations of teachers appear in Appendix G, page 107.

APPENDIX

Appendix A

Adult Basic Education Personnel Questionnaire

(sent to Adult Basic Education personnel
as listed by local program directors)

ADULT BASIC EDUCATION PROGRAMS

Name (Mr.) (Mrs.) (Miss) _____

City or town _____

Sponsoring Agency _____

Educational background: High School Graduate yes _____ no _____
College Degree yes _____ no _____
Type of Degree _____

Specialized Training (please explain): _____

How long have you been involved in the program? _____

Briefly describe your responsibilities in the program: _____

How much time do you spend in the program other than teaching? _____

Please explain: _____

What is the maximum number of students you meet per week? _____

What is the average number of students you meet per week? _____

What is the average length of time each student spends in the program?

How many students have completed the program? _____

Do you hold another position other than teaching Adult Basic Education?

What suggestions do you have to improve Adult Basic Education programs which might be helpful in setting up a state plan or guide? Please indicate any phase of your program which you have found effective or ineffective phases you have modified: (Please state your answer on back of page.)

Appendix B

Adult Basic Education Student Questionnaire

(completed by local fieldmen from
file information and interviews
with students)

ADULT BASIC EDUCATION SURVEY

Name (Mr.) (Mrs.) (Miss) _____

Address _____

Age _____ (street) _____ (city) _____
 Marital status: Single _____ Widowed _____
 Married _____ Divorced _____
 Separated _____

Number of children _____ Age of oldest _____ Age of youngest _____

Education

_____ Highest grade in school completed
 _____ Army training (please explain) _____
 _____ Special school (please explain) _____
 _____ On the job training (please explain) _____
 _____ Any other training (please explain) _____

Work Experience

Present Employment _____

How long have you had this job? _____

How do you like this job? Very much _____ O.K. _____ Not much _____

Past work experience:

Job	How long	Why left
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Which parts of the program did you like?

<u>Most</u>	<u>Least</u>
Classes in Math _____	Classes in Math _____
History _____	History _____
Writing _____	Writing _____
Reading _____	Reading _____
Meeting people _____	Meeting people _____
Other _____	Other _____
Other _____	Other _____

Did you understand what the teacher was trying to say? usually _____
 sometimes _____
 seldom _____

Do you feel the teacher understood what you were trying to say? usually _____
 sometimes _____
 seldom _____

Because of being in the program did you:

<u>yes</u>	<u>no</u>	
_____	_____	make new friends?
_____	_____	develop new hobbies?
_____	_____	change jobs?
_____	_____	get promoted in your job?
_____	_____	enjoy your job more?

Why did you enter the program?

_____	to get a job
_____	to get a better job
_____	to increase my education
_____	to meet people
_____	other (please state) _____

How did you become interested in the program?

_____	church	_____	television
_____	school	_____	newspaper
_____	welfare agency	_____	friends
_____	radio	_____	employer
_____	family	_____	other (please state)

How do you think the program could be improved?

<u>Yes</u>	<u>No</u>	
_____	_____	more practical job training
_____	_____	more reading
_____	_____	more writing
_____	_____	more math
_____	_____	better place to meet
_____	_____	more help
_____	_____	more class meetings
_____	_____	fewer class meetings
_____	_____	other _____
_____	_____	other _____

What would you like changed in the program? _____

If you dropped out of program, why did you quit? _____

From Files

Date of entry into program _____

Date of leaving program _____

Number of sessions attended _____ out of _____ sessions

Level at entry _____

Level at time program left or completed _____

Nature of program

straight A.B.E. _____

MDTA _____

Voc. A.B.E. _____

(comb.) _____

WIN _____

other _____ (please state) _____

Appendix C

Adult Basic Education Teacher Questionnaire

(completed by a selected sample of
Adult Basic Education teachers)

AUDIO-VISUAL MATERIALS

	Used Frequently	Used Sometimes	Used Seldom	Never
16 mm films	_____	_____	_____	_____
8 mm films	_____	_____	_____	_____
2 x 2 slides	_____	_____	_____	_____
3 x 4 slides	_____	_____	_____	_____
film strips	_____	_____	_____	_____
opaque projector	_____	_____	_____	_____
overhead projector	_____	_____	_____	_____
tape recorder	_____	_____	_____	_____
records	_____	_____	_____	_____
flannel board	_____	_____	_____	_____
flip chart	_____	_____	_____	_____
flash cards	_____	_____	_____	_____
audio-tutor	_____	_____	_____	_____
video tape	_____	_____	_____	_____
other materials	_____	_____	_____	_____

GAMES AND OTHER ACTIVITIES

group games	_____	_____	_____	_____
individual games	_____	_____	_____	_____
jigsaw puzzles	_____	_____	_____	_____
field trips	_____	_____	_____	_____
other	_____	_____	_____	_____

OTHER MATERIALS

Programmed Math	_____	_____	_____	_____
Programmed Reading	_____	_____	_____	_____
Dictionaries	_____	_____	_____	_____
Encyclopedias	_____	_____	_____	_____
Teacher prepared handouts	_____	_____	_____	_____

Entry level of students is determined by: Formal Test _____, Informal
Teacher Opinion Test _____, or both _____. If you use a formal test,
what is the name of the test? _____

Please indicate what texts or materials that are used in the following areas:

Reading _____
Math _____
History _____

What other types of reading materials are used? (Answer on back.)

Are there texts that you are not using that you recommend for use in the
program? (Answer on back.)

Appendix D

Adult Basic Education Related Services Questionnaire

(sent to local offices of communities in which
Adult Basic Education programs operated---
approval secured from cooperating
state offices in each case)

ADULT BASIC EDUCATION
RELATED SERVICES

Name (Mr.) (Mrs.) (Miss) _____

Agency for whom you work: _____

What is your position? _____

1. What information do you feel your agency needs concerning the Adult Basic Education Program?

2. Do you refer individuals to the Adult Basic Education Program?
yes _____ no _____

If you refer people to the program is this:
_____ a general policy
_____ an occasional occurrence

Approximately how many individuals do you estimate you refer to the Adult Basic Education program each month? _____

3. What gains do you feel have been affected by the Adult Basic Education Program?

4. How do you think the program can be improved?

Appendix E

Summary of Comments of Teachers

(Adult Basic Education personnel
questionnaire)

The aims of the program are as varied as the individual in attendance. The program at this time seems to take this into account. I think it should continue. For certain individuals the course should be presented in a way that will not presuppose a definite curriculum. I think this pre-supposition is what made them drop school in the first place.

VISTA workers have proved very effective Quick and consistent follow-up is important on absenteeism A competent baby sitting program helps attendance A friendly, relaxed atmosphere is appreciated by the students, Competent teachers are a necessity.

. . . . Have a ten-minute social period every hour Select materials carefully Site of the instruction is very important.

Recruitment and retention seem to be the main problems in operating an evening program. More time needs to be spent with the students in a counseling relationship outside the class periods.

We found attendance to be very erratic; a few attended classes regularly but others just came when it was convenient for them to do so. It seemed that these people lacked an honest desire to put in the time to study and learn.

The chief difficulties that we discovered were two: (1) finding people who need these classes and getting them interested and registering for the classes, and (2) keeping their attendance on a regular basis.

Our program started after Christmas. A good program would start in the fall and end in March or early April as many of these people are not employed in the winter but find spring and summer work.

From talking to some of my students, it was suggested that maybe courses on the college level could be given to those that had completed a high school education. Some also wanted more sessions.

If the program could be expanded to include a beginning at the junior high level, or if it would be possible to have two groups, one in lower elementary and one at junior high level, there might be more interest.

As it is, the adults in lower levels feel embarrassed working before or with the junior high level adults. The junior high level adults become bored if they are given lower level lessons.

. . . . Perhaps we should be more closely connected with some kind of vocational training. The foreign student has the greatest need and therefore the greatest interest. People want to see a direct connection between the course they are taking and their chances of getting a better job.

. . . The only point I would like to further emphasize is that we often tend to overestimate our ability to handle a large class and as a result do not effectively reach the Adult Basic Education student in a functional way.

. . . My big cry is for materials, especially in reading. These need to teach the fundamentals of reading at the adult level. My classes are highly individualized and for the most part my students work independently of one another because of the wide range of levels.

These programs need much audio-visual materials, but materials for and concerning adults and adult problems. So much material is on an elementary interest level.

Many of the people in our Adult Basic Education program have poorly developed self-concepts. Because of this, I believe that the opportunity for counseling and guidance should be expanded.

With an instructor on a full-time basis, it would allow considerable flexibility within the program. As it is, I feel we are not getting to all who really need the Adult Basic Education program. When we lock the program in with fixed time limits, we are also locking out many of the needy.

I can only suggest the human needs and institutional aspects of the program dictate to the organization and administration of it. Let us not get reversed as we have in so many of our programs designed to help those who suffer a need.

Appendix F

Retention

(partial report of Adult Basic Education
teacher training session
held in Havre, Montana,
April 25-26, 1969)

FACILITIES:

Teacher aides to give more individualized attention.

Provide child care if possible when needed. In one case Girl Scouts man a room provided in a school room. Teams of girls are on schedules set up for the duration of the project.

Possible reimbursement for travel or babysitting expenses or provide day care center.

Bring in qualified resource persons. Guest speakers.

Get an adding machine (beg, borrow or steal) for people with adding and subtraction problems.

Utilize films available.

A good investment is the Educators' Guide to Free Films--School Superintendents should have copies.

Use a variety of teaching aids and materials.

Do not use the traditional arrangement of the classroom. Eliminate the classroom appearance: no desks--no teacher sitting at a desk at the front of the classroom. Get away from the appearance of the classroom which these people have already rejected. These people need change more than anyone else.

CURRICULA:

More fun with the learning.

Have materials available when you start.

Allow for flexibility.

Early placement testing can be discouraging.

Grade school diploma signed by County Superintendent is given at the Prison.

Provide material designed for adult students. Make it personal for the students. Provide at least two daily newspapers.

Provide special interest items when you think the adults will take an interest. Certain scientific experiments were interesting to adults. Hobby related skills.

Provide some sort of certificate upon completion of the course and let the students know it will be forthcoming before they start dropping out.

Get more variety into the program.

Relate Adult Basic Education to vocational training.

End program while interest is high.

Build elements into course to give immediate success.

Do things that are more interesting than what the student would usually be doing.

Use the newspaper advertisements: arithmetic and wise economy planning.

Use the catalog: comparative shopping and how to furnish a home.

Don't push material at students too fast.

Give the student a chance to demonstrate what they are successful at.

Use TV for kick-off point of discussion.

TEACHERS:

Know your situation and recognize needs of people in the program.

Informal sessions.

More audio-visual.

Give some kind of a certificate on completion--no value but gives a sense of accomplishment.

Build a feeling of student responsibility about their attendance.

Build a strong person-to-person relationship, also student-to-student and teacher-to-student.

Let them be successful in some small way during the first session.

Relaxed atmosphere.

If teachers just do their job and no more the program will fail. Teachers must give more than a minimum.

Promise your students results. If they want a chance at a General Educational Development (GED) test, let them know they can try the test although they may pass only part of it. At least you are giving them a chance.

Try not to act better than the students in dress or habits. Student dress could be very informal and teachers should not be too formal.

If changes in individual students are desired, allow them to change at their own rate.

Don't force them out by forcing rates of progress. Adjust your classes to the students or you will scare them away.

Treat the student as a human adult but at the same time recognize his individual educational weaknesses.

Encourage the students to recognize their talents, abilities, and intelligence because they may not be apparent to the student himself.

Follow up on absenteeism by counselor, social worker or the teacher.

More counseling.

Provide success experiences.

Socialize with students on their own level--buy them a beer, cup of coffee, etc.

Teacher must meet the student needs.

Talk to your students.

Realize reasons for dropping out: tired, weather, can't find parking space, etc.

Watch for the signs that are warnings that there are internal classroom conditions which will cause dropouts: irregular attendance, preparation lacking (both academic and personal), poor attention.

Include the student in planning and teaching--it develops a sense of satisfaction.

Ask each student to express what he wants of the program and see that he gets it.

Get the adults to report their absences.

Creative methodology is important.

Provisions for help at the time the student needs it.

Provisions for help at the time the student needs it.

Try to generate a life long interest in education. This is most important.

Generate involvement on the part of the student. Involve them in their own education. Encourage them to design their own course of study. They should be brought to see the need for self-direction which leads to self-confidence.

Let the student know that the teacher is interested in him as an individual.

Treat your students as human adults but recognize their weaknesses.

STUDENTS:

Don't back these people into a corner--don't make assignments--let them work at their own level.

A lot of these people are shy and feel inferior--make them feel at ease.

Many will come to find out what the program is and just sit there as observers. Have patience and let them become enthused in their own time.

Well defined individual goals such as General Educational Development (GED) or a specific job.

If possible, separate family members, especially husbands and wives in a classroom situation.

Don't let the student get into something which is too difficult for him--it will be discouraging and he will lose interest.

Allow the students to see that teachers can make mistakes, too.

Increase self-confidence by having students help each other.

Encourage both husband and wife to attend if both are low achievers.

ACTIVITIES:

Provide baby-sitting and transportation.

Offer other activities--ceramics, volleyball, welding, typing, etc.

Social period--coffee and cookies.

Students like to have teachers visit their homes.

Prison gives time off sentences for school attendance (13 days for each month of school).

Small monetary award.

Provide time for the students to socialize over refreshments. This allows those who come a chance to make friends and visit with each other.

Field trips are an important means of motivation.

Have students report to newspaper on their achievements.

Have birthday parties and celebrate special occasions.

Follow up on former students by telephone.

Have both scheduled and unscheduled break time.

Provisions should be made for field trips--these provide very rich experiences. Wins rapport--especially if students sense a teacher cares; i.e. beauty shop.

In Great Falls the women put on a style show of things they made.

Certain values in financial remuneration--other things are equally valuable.

Appendix G
Materials

The following materials are used by Adult Basic Education programs as reported by the teachers in those programs.

Reading

Texts and Related Materials

Systems for Success
 Readers' Digest Readers
 Sullivan Programmed Materials
 Steck-Vaughn Company
 SRA Reading Lab
 Barnell-Loft and Company
 Readers' Digest

Other Materials

Newspapers
 Magazines
 Employment Applications
 Catalogs
 Library books
 Paperbacks
 News for You
 EDL Study Skills Kits and Controlled Readers
 Durell Classification Sheets (vocabulary)

Math

Texts

Figure It Out, 1 & 2--Follett Publishing Company
 Elementary Arithmetic
 Working with Numbers--Steck-Vaughn Company
 Stein Refresher Arithmetic--Follett Publishing Company

History

Texts

Social Studies--ABE Series--Steck-Vaughn Company
 Social Studies--Follett Publishing Company

Other Materials

Our Nation's History
 American History Study Lessons
 Documents of Freedom

Recommended Materials by Different Teachers

General Learning Corporation Programmed Materials
 I.P.I. Math Materials
 S.R.A. Reading for Understanding Kits
 E.D.L. Study Skills and Controlled Readers

Test Materials for Entry and Learning Levels

Iowa Tests of Basic Skills
 Stanford Achievement
 ABE Student Survey--Follett Publishing Company
 Silvarolin Diagnostic Test (Individual)
 Steck-Vaughn Basic Test

Audio-Visual Materials

The Department of Audio-Visual Instruction of the National Education Association and the American Association of School Librarians (DAVI-AASL) have prepared the following recommendations for audio-visual equipment and materials.

16mm sound projectors

Basic--1 per 4 teaching stations, plus 2 per media center
 Advanced--1 per 2 teaching stations, plus 5 per media center

8mm projectors

Basic--1 per 3 teaching stations, plus 15 per media center
 Advanced--1 per teaching station, plus 15 per media center

2- by 2-inch slide projectors (remote control)

Basic--1 per 5 teaching stations, plus 2 per media center
 Advanced--1 per 3 teaching stations, plus 5 per media center

Filmstrip or combination filmstrip-slide projectors

Basic--1 per 3 teaching stations, plus 1 per media center
 Advanced--1 per teaching station, plus 4 per media center

Sound filmstrip projectors

Basic--1 per 10 teaching stations, plus 1 per media center
 Advanced--1 per 5 teaching stations, plus 2 per media center

10- by 10-inch overhead projectors

Basic--1 per 2 teaching stations, plus 2 per media center
 Advanced--1 per teaching station, plus 4 per media center

Opaque projectors

Basic--1 per 25 teaching stations, or 1 per floor
 Advanced--1 per 15 teaching stations, plus 2 per media center

Filmstrip viewers

Basic--1 per teaching station, plus equivalent of 1 per 2 teaching stations in elementary schools and 1 per 3 stations in secondary schools

Advanced--3 per teaching station, plus equivalent of 1 per 2 teaching stations in media centers in elementary schools and 1 per 3 stations in secondary schools

2- by 2-in. slide viewers

Basic--1 per 5 teaching stations, plus 1 per media center

Advanced--1 per teaching station, plus 1 per media center

Copying machines

Basic--1 per 30 teaching stations, plus 1 per media center

Advanced--1 per 20 teaching stations, plus 1 per media center

Duplicating machines

Basic--1 per 30 teaching stations, plus 1 per media center

Advanced--1 per 20 teaching stations, plus 1 per media center

Light Control

Adequate light control in every classroom and media center

Video-tape recorder systems

Basic--1 per 15 teaching stations; minimum 2 per building

Advanced--1 per 5 teaching stations; minimum 2 per building

Local media production equipment and other miscellaneous equipment

Basic--Various items (as required) not itemized here

Advanced--Various items (as required) not itemized here

TV receivers

Basic--1 per teaching station, where programs are available

Advanced--1 per 24 students, if programs are available, in elementary schools; 1 per 20 students, where programs are available, in secondary schools; plus 1 per media center in both elementary and secondary schools.

Microprojectors

Basic--1 per 20 teaching stations

Advanced--1 per 2 grade levels in elementary schools; 1 per department, where applicable, in secondary schools; plus 1 per media center.

Record players

Basic--K-3--1 per teaching station; 4-6--1 per grade level; secondary--1 per 15 teaching stations; plus 1 set of earphones per each record player

Advanced--K-6--1 per teaching station; plus 2 per media center; secondary schools--1 per 5 teaching stations, plus 2 per media center; plus 1 set of earphones for each record player

Audio-tape recorders

Basic--Elementary--1 per 2 teaching stations, plus 2 per media center; secondary--1 per 10 teaching stations; plus 2 per media center and 1 set of earphones for each recorder.

Advanced--Elementary--1 per teaching station, plus 10 per media center; secondary--1 per 5 teaching stations, plus 2 per media center; plus 1 set of earphones for each recorder.

Listening stations

Basic--A portable listening station with 6-10 sets of earphones at the ratio of 1 per 3 teaching stations

Advanced--1 set of 6-10 earphones and listening equipment per each teaching station and each media center

Projection carts

1 per portable piece of equipment

Projection screens

1 permanently mounted screen per classroom, plus portable screens as needed

Closed-circuit TV

In new construction, provisions for installation at each teaching station and in each media center

Radio receiver (AM-FM)

Basic--1 per media center, plus a central distribution system

Advanced--3 per media center, plus a central distribution system

Books

6,000-10,000 titles representing 10,000 volumes, or 20 volumes per student, whichever is greater.

Magazines

40-50 titles for K-VI schools, 50-75 titles for K-VIII; 100-125 titles for junior high schools; 125-175 for secondary schools.

Newspapers

3-6 titles for elementary schools; 6-10 titles for junior high schools; 6-10 titles for secondary schools.

Pamphlets, clippings, and ephemeral materials

Appropriate to the curriculum and to other student interests

Filmstrips

500-1,000 titles, representing 1,500 prints, or 3 prints per pupil, whichever is greater. Number of titles to be increased in larger collections.

8 mm single-concept films

$1\frac{1}{2}$ films per student with at least 500 titles supplemented by duplicates.

8 mm regular-length films

No quantitative recommendation

16 mm films

No quantitative recommendation for single schools. Acquisition at the building level is dependent upon extent and frequency of use of individual titles, the availability of a district or system media-center film collection, and other factors. Individual schools should have ready and unlimited access to a minimum of 3,000 16 mm film titles, supplemented by duplicates and rentals.

Tape and disk recordings (excluding electronic laboratory materials)

A collection of 1,000-2,000 titles, representing 3,000 records, or tapes, or 6 per student, whichever is greater. The number of titles is to be increased in larger collections.

Slides

2,000 (including all sizes)

Art prints (reproductions)

1,000 with duplicates as needed

Pictures and study prints

Individual-study prints and other pictures for the picture and vertical file collections, including material prepared by teachers and students; access to 15 sets per teaching station, plus 25 sets in the media center.

Other graphics

Posters, photographs, charts, diagrams, graphs, and the like, as appropriate.

Globes

Elementary school--1 globe in each classroom and 2 in the media center; secondary school--1 globe for 5 teaching stations and 2 in the media center; all schools--in addition, special globes to be available in the media center.

Maps

1 map on each region studied and special maps (economic, weather, historical, and others) for each area studied; duplicate maps to be available for each class section requiring maps at the same time; number of duplicates to be determined by sections and the availability of maps on transparencies and filmstrips; wall maps for classrooms.

Catalogs

Duplicate of guidance department collection in the media center; catalogs of colleges, technical schools, etc.

Microforms

Purchase as available on topics in the current curriculum; all periodical subscriptions indexed in "Reader's Guide" and newspaper files to be obtained as needed for reference.

Transparencies

2,000, including a selection of masters.

Programmed instructional materials

Printed, electronic, and other forms of programmed materials to be made available.

Realia

Models, dioramas, replicas, and other types of realia to be made available.

Kits

Art objects

Video-tape recordings

Dial-access programs

Resource files

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